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ABSTRACT

All North Carolina high school students must take United States History as one of their graduation requirements. Each student takes a state-prepared U.S. History test of 100 items; most of those taking the test are in the 11th grade. The test contains 60 core questions and one of the four different sets of 40 curriculum questions. This report provides the statistical data from the 1987-88 school year test, and the data includes: (1) characteristics of students; (2) student performance on the core test; (3) anticipated final grades and scores on the core test; and (4) average performance on the curriculum test. The average core test score was 66.5 percent correct, and the average curriculum test score was 65.9 percent correct. Results are provided for: (1) regional school districts; (2) individual school districts; and (3) the state curriculum goals. Numerous tables and charts are included. (DJC)

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ABSTRACT

The North Carolina End-of-Course Testing Program was established to provide student, school, and school system information about achievement in high school courses. The first Algebra I End-of-Course Test was administered in 1985-86. Algebra II and Biology were added to the testing program in 1986-87 and U.S. History was added in 1987-88. Other high school courses will be added in future years.

All high school students must take United States History as one of their graduation requirements. Approximately 84.6 percent of the 72,824 students who took the U.S. History test were in the eleventh grade.

Each U.S. History student took a test containing 60 common or core items and one of four different sets of 40 items during the final days of the school year. One form included field test items which are not reported here, making the total number of items reported equal 180 (60 core plus 3 sets of 40 variable items). The average core score was 39.9 or 66.5 percent correct. Average scores differed by sex, parental education, ethnic group, grade level in school, and anticipated final course grade.

Schools and school systems can identify strengths and weaknesses in their instructional programs by examining relative performance on the goals and objectives measured by the 180 items reported in 1988.

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NORTH CAROLINA END-OF-COURSE TESTING PROGRAM

U.S. HISTORY - 1988

Introduction

North Carolina is in the process of developing end-of-course tests within several subject areas. The purposes of the tests are twofold:

1. The tests will provide information about each individual student's performance relative to that of other students in North Carolina.

2. The tests will provide information about school and school system achievement on the subject area goals and objectives specified in the *Standard Course of Study* and the *Teacher Handbook*.

The development of the end-of-course tests will require many years of effort. End-of-course tests are the final product of a process which includes: curriculum development and review; statewide curriculum surveys; test specification; the writing, review, and field-testing of a large pool of test items matched to objectives in the *Teacher Handbook*; test construction using selected items from the pool; and review, field-testing, and equating of different forms of each test. Several forms of each end-of-course test are developed so that the same tests are not administered in subsequent years.

Based on statewide enrollment patterns and recommendations made by two commissions on education, the end-of-course tests chosen for initial development were Biology and Algebra I. Item pools for these two courses were built in the spring of 1985. The results of the item development phase indicated that the Algebra I items were sufficient in quality and quantity to merit building end-of-course tests. Additional Biology items and an item bank for Algebra II were developed during the 1985-86 school year, including field-testing in selected sites in May of 1986. In addition to Algebra I, both Biology and Algebra II End-of-Course Tests were administered statewide at the end of the 1986-87 school year. U.S. History items were field tested in 1986-87 and the U.S. History End-of-Course Test was added in 1987-88. Geometry and Chemistry items, including proofs for Geometry, were developed and field tested during 1987-88. Current plans are to add the Chemistry and Geometry End-of-Course Tests to the administration of end-of-course tests at the end of the 1988-89 school year.

Although end-of-course tests for different subject areas will vary in length, 110 minutes will be sufficient for administration in all subjects. The State Board of Education requires that end-of-course tests be administered during 110-minute periods within the last 10 days of school, and recommends that they be administered during final exam periods.

The first North Carolina U.S. History End-of-Course Test was administered at the end of the 1987-88 school year. Four forms of the U.S. History test were administered within each classroom. Each form consisted of 60 common items (the core test) and 40 variable items. On one form the 40 variable items were new field test items intended for future use and which are not included in this report. Comparisons of performance on the core items are appropriately made across individual students. Average core scores at the initial administration of the test in 1988 will provide a baseline with which to compare subsequent performance. Statewide performance on the entire set of items (the 180-item curriculum test) provides a standard to which school and school system achievement of goals and objectives can be compared.

Characteristics of U.S. History Students

Other North Carolina testing programs assess achievement in basic subject areas of an entire cohort or class of students. End-of-course assessments are different in two ways. First, some of the courses are offered to students at different grade levels. Second, some courses are not required of all students; the students who do take the courses are a subgroup of the total student population.

Table 1 compares certain characteristics of U.S. History students with the population of all enrolled students. The top portion of the table provides the distribution of U.S. History students at various grade levels compared with the average daily membership in those grades. U.S. History is a required course for graduation which typically is taken in the eleventh grade. Approximately 84.6 percent of the 72,824 students who took the U.S. History test were in the eleventh grade. The 8 percent of U.S. History students who are in the twelfth grade are primarily transfer students or students repeating the course.

The second section of Table 1 compares the ethnic composition of U.S. History classes with the ethnic composition of K-12 pupil membership.[1] The ethnic distribution in U.S. History is similar to the ethnic distribution in overall student membership. Finally, Table 1 compares parental education levels of U.S. History students with parental education levels of students in the eighth grade statewide.[2]

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[1]Obtained from Table 11, North Carolina Public Schools, *Statistical Profile 1988*.

[2]Teachers recorded education level of the most educated parent of eighth-grade students taking the California Achievement Tests in 1987-88. U.S. History students recorded education level of their most educated parent.

Table 1

North Carolina U.S. History Students[1] Compared with 1987-88 First-Month Average Daily Membership in Eleventh and Twelfth Grades

GRADE	ADM	U.S. History Students[1]	Percent of ADM	Percent of U.S. History Students
Eleventh	80,154	61,579	76.8	84.6
Twelfth	71,308	5,824	8.2	8.0
Other		5,421		7.4
TOTAL	151,462	72,824	48.1	100.0

1987-88 K-12 Pupil Membership[2] and U. S. History Students by Ethnic Group

Ethnic Group	Membership	Percent of Membership	U.S. History Students[1]	Percent of U.S. History
American Indian	17,756	1.6	1,065	1.5
Black	328,670	30.3	20,609	28.4
White	726,181	66.9	49,849	68.7
Other	12,337	1.1	991	1.4
TOTAL	1,084,944	99.9	72,514	100.0

Parental Education of Eighth-Grade and U. S. History Students

Parental Education	Eighth Grade Students[3]	Percent of Students[3]	U.S. History Students[1]	Percent of U.S. History
Eighth Grade or Less	2,186	2.9	1,003	1.4
8th to 12th	11,126	14.5	8,490	11.8
High School Graduate	31,474	41.0	21,520	30.0
More Than High School	31,893	41.6	40,804	56.8
TOTAL	76,679	100.0	71,817	100.0

[1]As identified in the 1987-1988 administration of the U. S. History End-of-Course Test.
[2]Obtained from Table 11, North Carolina Public Schools, *Statistical Profile 1988*
[3]As identified in 1987-88 administration of the California Achievement Test.

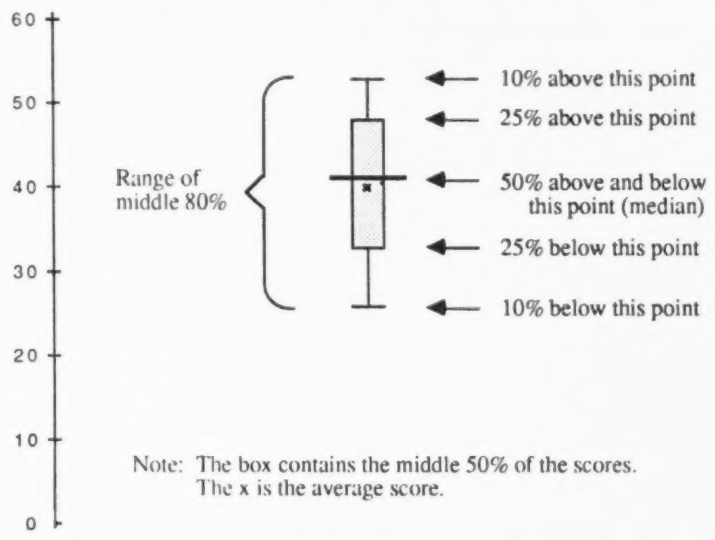
Student Performance on the Core Test

Summary scores for the 1988 core test are presented in Table 2. In 1988, the average score for the 72,824 students taking the core test was 39.9, or 66.5 percent correct. This score is within the range expected at the initial administration of end-of-course tests. Performance on the 1988 U.S. History Test will provide a standard to which growth in U.S. History achievement can be compared in future years. See the Appendix for the 1988 state percentile distribution.

Group achievement on tests, whether for schools, school systems, or the state, is usually reported using summary numbers such as the average or median which indicate typical performance for the group. One number, whether it is the average or the median score, provides limited information about performance. *Box and whisker plots* are graphs which describe not only typical performance, but also the performance of most of the students by showing the spread of scores. Box and whisker plots allow the comparison of the high and low scores for different groups as well as the middle scores.

Figure 1 shows how to interpret the box and whisker plots using statewide U.S. History scores for 1988. The *box* represents the middle 50 percent of scores with the median represented by a horizontal line inside the box. An 'x' inside the box shows the location of the average (mean) score. The *whiskers* extend up to the 90th percentile and down to the 10th percentile. The entire figure shows the range of the middle 80 percent of scores. As can be seen in Figure 1, the middle 50 percent of U.S. History students answered between 33 and 48 items correctly. Approximately ten percent of the students scored above 53 and ten percent scored below 27.

Figure 1. Box and Whisker Plot of Statewide U.S. History Scores with Interpretive Legend



Note: The box contains the middle 50% of the scores. The x is the average score.

Table 2

Average Performance on U.S. History Core Test

	1988		
	Number Tested	**Average Score**	**Average Percent Correct**
State	72,824	39.9	66.5
Sex			
Male	35,575	41.0	68.3
Female	37,017	38.9	64.8
Ethnic Group			
American Indian	1,065	36.3	60.5
Black	20,609	35.1	58.5
White	49,849	41.9	69.9
Other	991	41.6	69.3
Parental Education			
Less than Eighth Grade	1,003	34.6	57.7
Eighth to Twelfth	8,490	34.8	58.0
High School Graduate	21,520	37.4	62.4
More than Twelfth	40,804	42.5	70.9
Grade in School			
Eleven	61,579	40.3	67.2
Twelve	5,824	37.8	63.0
Other	5,421	37.0	61.7

Table 2 also shows average performance on the 60-item core test by sex, parental education, ethnic group, and grade in school. Figures 2 through 4 show the distributions of U.S. History scores by various groups using box and whisker plots.

Average performance for males was higher than average performance for females, and the range of scores for females was slightly narrower than the range for males. On average, white students and 'other' students scored higher than American Indian students and black students. The average score and score distribution for students who have parents educated beyond high school were higher than those for students who have less educated parents.

Anticipated Final Grades and Scores on the Core Test

U.S. History teachers were asked to record each student's anticipated final grade on each answer sheet after the test was administered. Final grades were recorded for 70,508 of the 72,824 U.S. History students. Table 3 gives the average score for various grade groups on the core test and the percentages of students who were to receive the various grades for 1988. A consistent difference of 4 to 4.5 raw score points was observed between score averages for different anticipated final grades. This pattern is an indication of test validity in that the results parallel the grading practices of teachers. The average for 'C' students was similar to the statewide average, placing these students in the middle of the score distribution.

Table 3

Average 60-Item Core Scores by Anticipated Final Grade and Percentage of Students Receiving Each Grade*: U.S. History End-of-Course Test: 1988

Grades	Average Scores	Percentages
A	48.8	12.1
B	44.4	22.2
C	39.9	29.8
D	35.6	24.3
F	31.5	11.7

*N=70,508

Box and whisker plots for the score distributions for each letter grade are displayed in Figure 5. The plot illustrates the spread of score points within letter grades and overlap in distributions across letter grades. For example, while the typical 'D' student scored well below the typical 'C' student, more than 25 percent of 'D' students received an above average core score. In addition, the range of scores for students receiving 'A's is somewhat narrower than the range of scores for the other anticipated final grades.

Figure 2. Distributions of U.S. History Core Scores by Sex -- 1988

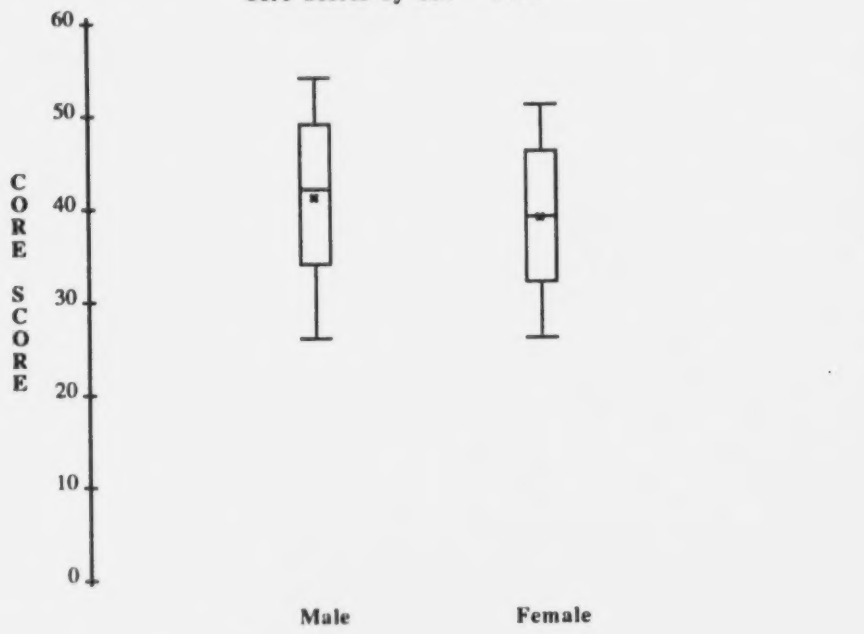


Figure 3. Distributions of U.S. History Core Scores by Ethnic Group -- 1988

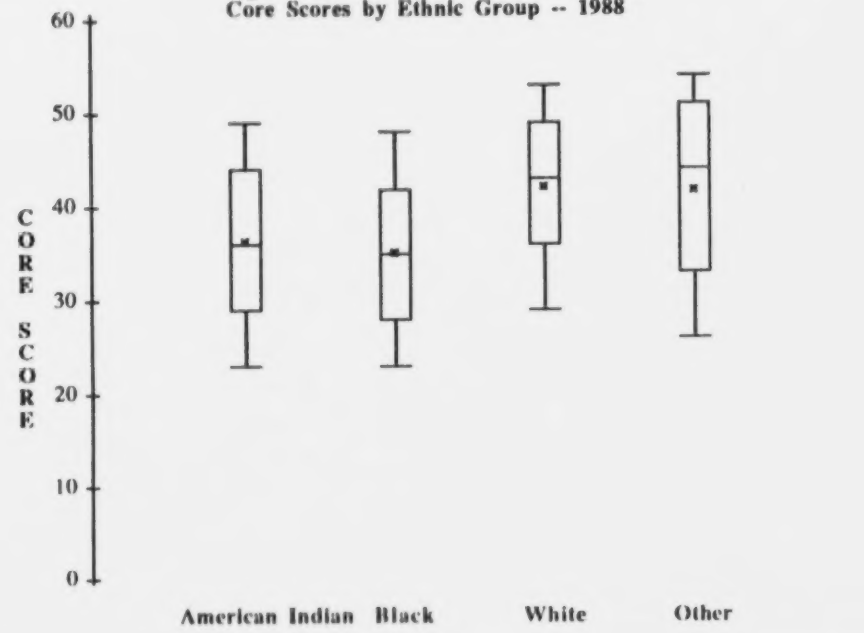


Figure 4. Distributions of U.S. History Core Scores by Parental Education -- 1988

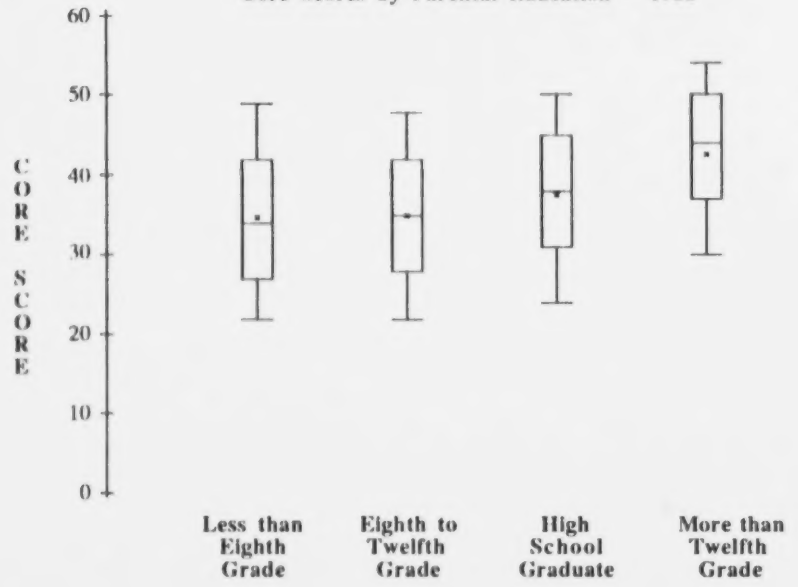
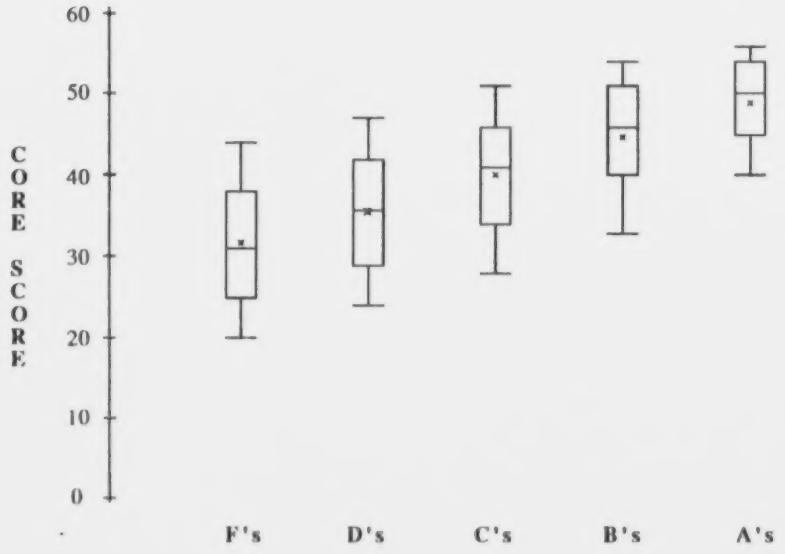


Figure 5. Distributions of U.S. History Core Scores by Anticipated Final Grade -- 1988



Average Performance on the Curriculum Test

Table 4 shows statewide average performance on the 180-item curriculum test and the 18 goals of the U.S. History curriculum. Statewide performance on all goals and objectives measured by 4 or more items is presented in Table 5. Goal and objective scores yield important information about performance within specific areas in the curriculum. The average percentage correct of all items measured was 65.9.

The U.S. History curriculum is intended to be balanced so that at least half of instructional time is devoted to the twentieth century. The number of items measuring each goal reflects this balance so that approximately 50 percent of the items measure Goals 1 through 12 and 50 percent measure Goals 13 through 18. Average performance for the first twelve goals is similar to that of the final 6 goals, an indication that instruction has been paced to reflect this balance.

Although average performance was low (56.2 percent correct) on the 5 items which measured knowledge of exploration and discovery from the pre-Columbian period, average performance was greater than 70 percent correct on the four goals concerned with colonial and revolutionary America (Goals 2 through 5). The next two goals cover the late eighteenth century and the first half of the nineteenth century and focus on major trends, events, and problems of the "new nation" along with the development of both nationalism and sectionalism. Average performance on these two goals was approximately 63 percent correct.

Average performance was between 66.8 and 70.5 percent for the remaining pre-twentieth century goals. Goals 8 and 9 cover the overpowering of nationalism by sectionalism which resulted in the Civil War and the reaffirmation of the power of the national government by the end of the Civil War and reconstruction. Instructional attention is turned to the industrial and business developments of the late 1800s and the settlement of the west in Goals 10 and 11. Goal 12 focuses on the late nineteenth century as a time of great social, political, and economic change and unrest.

The first topic for the last half of the course is American foreign policy through World War I. Average performance on this goal was 61.2 percent, about 5 percentage points lower than the average for all items. High average performance occurred on Goal 14 in which students are taught about the "time between wars" as a period of isolationism, rapid social change, and both economic prosperity and despair. The lowest average performance occurred on Goal 15: "know the major causes, events, and results of World War II".

The final three goals cover trends and events since 1945. Again, performance was lower (60 percent correct) on the goal dealing with foreign policy (Goal 16). Average performance was 68.5 percent on Goal 17: "know that the years since 1945 have been a time of great social, economic, and political change", and 69.9 percent correct on Goal 18: "know that the post World War II years have been a period of great technological change."

Statewide performance across all U.S. History goals and objectives shows areas of strength and areas in which improvement is needed. However, given the broad scope of the U.S. History curriculum, average performance on the goals is consistent, indicating that, in general, teachers are covering all major periods of history and are not concentrating on a few areas at the expense of others. As schools and school systems examine their own performance on these goals and objectives, they can identify patterns of strengths and weaknesses relative to statewide performance.

Table 4

1988 Summary Results for U.S. History: 60-Item Core Test and 180-Item Curriculum Test

STATE REPORT

GOALS: THE LEARNER WILL KNOW:

1: DEVELOPMENTS FROM THE PRE-COLUMBIAN PERIOD
2: METHODS OF COLONIZING AMERICAS
3: ASPECTS OF LIFE IN COLONIAL AMERICA
4: CAUSES, EVENTS, AND RESULTS OF REVOLUTIONARY WAR
5: PROBLEMS LEADING TO THE CONSTITUTION
6: TRENDS, EVENTS, AND PROBLEMS OF "NEW NATION"
7: MANIFESTATIONS OF NATIONALISM AND SECTIONALISM; 1815-1850
8: SECTIONAL DIFFERENCES RESULTING IN CIVIL WAR
9: CIVIL WAR & RECONSTRUCTION STRENGTHENED NATIONAL GOVERNMENT
10: INDUSTRIAL BUSINESS DEVELOPMENTS OF LATE 1800S
11: CAUSES AND EVENTS OF SETTLEMENT OF THE WEST
12: SOCIAL, POLITICAL, AND ECONOMIC CHANGES OF LATE 1800S
13: AMERICAN FOREIGN POLICY FROM 1865 TO 1920
14: ECONOMIC, SOCIAL, & FOREIGN POLICY DEVELOPMENTS, 1920-1940
15: CAUSES, EVENTS, AND EFFECTS OF WORLD WAR II
16: MAJOR EVENTS AND U.S. FOREIGN POLICY SINCE 1945
17: SOCIAL, ECONOMIC, AND POLITICAL CHANGES SINCE 1945
18: TECHNOLOGICAL CHANGES SINCE 1945

	NUMBER TESTED	GOALS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AVG CORE	PCT CORE	AVG ALL ITEMS	PCT ALL ITEMS
NUMBER OF ITEMS		5	5	7	6	3	6	11	10	7	11	8	9	16	20	21	21	9	5	60	60	180	180
ALL STUDENTS TESTED																							
	72824	56	75	77	71	75	63	64	67	71	67	70	70	61	74	55	60	69	70	39.9	66.5	118.5	65.9
SEX																							
MALE	35575	59	77	78	71	75	65	63	69	71	68	72	71	62	74	59	62	68	74	41.0	68.3	121.2	67.3
FEMALE	37017	53	74	75	70	74	61	64	66	70	65	67	70	60	74	52	58	69	66	38.9	64.8	116.1	64.5
PARENTAL EDUCATION																							
LESS THAN 8TH	1003	47	68	66	60	68	52	54	57	61	57	61	59	54	64	46	51	59	56	34.6	57.7	101.4	56.3
8TH TO 12TH	8490	46	69	67	63	67	53	55	57	62	58	60	60	54	65	46	51	61	55	34.8	58.0	102.4	56.9
HIGH SCHOOL	21520	52	72	73	67	71	58	59	63	67	63	66	65	58	70	51	56	65	64	37.4	62.4	111.0	61.7
MORE THAN 12TH	40804	61	79	81	74	79	69	68	72	75	71	74	76	65	78	60	64	72	77	42.5	70.9	126.8	70.4

NOTE: FOUR FORMS OF A 100-ITEM TEST WERE ADMINISTERED IN EVERY CLASSROOM. SIXTY OF THE 100 ITEMS WERE COMMON ACROSS THE FOUR FORMS (CORE). ONE FORM CONTAINED FIELD TEST ITEMS WHICH ARE NOT INCLUDED IN THIS REPORT. THE REMAINING FORTY ITEMS ON THREE FORMS VARIED BY FORM, SO THAT 180 ITEMS WERE MEASURED IN EVERY CLASSROOM. GOAL AREAS INCLUDE BOTH CORE AND VARIABLE ITEMS. CAUTION SHOULD BE USED WHEN INTERPRETING RESULTS BASED ON SMALL NUMBERS OF STUDENTS OR ITEMS. THE U.S. HISTORY CURRICULUM IS INTENDED TO BE BALANCED SO THAT AT LEAST HALF OF INSTRUCTIONAL TIME IS DEVOTED TO THE TWENTIETH CENTURY. THE NUMBER OF ITEMS PER GOAL REFLECTS THIS BALANCE.

Table 4, cont'd.

STATE REPORT

GOALS: THE LEARNER WILL KNOW:

1: DEVELOPMENTS FROM THE PRE-COLUMBIAN PERIOD
2: METHODS OF COLONIZING AMERICAS
3: ASPECTS OF LIFE IN COLONIAL AMERICA
4: CAUSES, EVENTS, AND RESULTS OF REVOLUTIONARY WAR
5: PROBLEMS LEADING TO THE CONSTITUTION
6: TRENDS, EVENTS, AND PROBLEMS OF "NEW NATION"
7: MANIFESTATIONS OF NATIONALISM AND SECTIONALISM; 1815-1850
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16: MAJOR EVENTS AND U.S. FOREIGN POLICY SINCE 1945
17: SOCIAL, ECONOMIC, AND POLITICAL CHANGES SINCE 1945
18: TECHNOLOGICAL CHANGES SINCE 1945

	NUMBER TESTED	GOALS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AVG CORE	PCT CORE	AVG ALL ITEMS	PCT ALL ITEMS
NUMBER OF ITEMS		5	5	7	6	3	6	11	10	7	11	8	9	16	20	21	21	9	5	60	60	180	180
GRADE IN SCHOOL																							
ELEVEN	61579	57	76	78	71	75	64	64	68	71	68	70	71	62	75	56	61	69	71	40.3	67.2	120.0	66.7
TWELVE	5824	53	72	72	66	72	58	59	63	66	64	67	66	59	70	52	56	64	63	37.8	63.0	111.8	62.1
OTHER	5421	51	72	71	67	68	58	59	62	67	61	64	64	57	68	52	55	62	65	37.0	61.7	109.6	60.9
ETHNIC GROUP																							
AMER.INDIAN	1065	54	75	72	64	69	57	59	60	63	61	64	61	55	66	50	52	63	59	36.3	60.5	107.1	59.5
BLACK	20609	47	68	67	64	68	53	58	58	63	58	59	60	54	65	46	52	62	55	35.1	58.5	103.1	57.3
WHITE	49849	60	78	81	74	78	68	66	71	74	71	74	74	64	78	59	63	71	76	41.9	69.9	125.2	69.5
OTHER	991	62	78	76	71	74	67	66	71	71	67	68	72	66	75	63	65	69	71	41.6	69.3	123.6	68.6

NOTE: FOUR FORMS OF A 100-ITEM TEST WERE ADMINISTERED IN EVERY CLASSROOM. SIXTY OF THE 100 ITEMS WERE COMMON ACROSS THE FOUR FORMS (CORE). ONE FORM CONTAINED FIELD TEST ITEMS WHICH ARE NOT INCLUDED IN THIS REPORT. THE REMAINING FORTY ITEMS ON THREE FORMS VARIED BY FORM, SO THAT 180 ITEMS WERE MEASURED IN EVERY CLASSROOM. GOAL AREAS INCLUDE BOTH CORE AND VARIABLE ITEMS. CAUTION SHOULD BE USED WHEN INTERPRETING RESULTS BASED ON SMALL NUMBERS OF STUDENTS OR ITEMS. THE U.S. HISTORY CURRICULUM IS INTENDED TO BE BALANCED SO THAT AT LEAST HALF OF INSTRUCTIONAL TIME IS DEVOTED TO THE TWENTIETH CENTURY. THE NUMBER OF ITEMS PER GOAL REFLECTS THIS BALANCE.

Table 5

1988 Summary Results for U.S. History Goals and Objectives

		STATE
GOAL 1:	KNOW IMPORTANT DEVELOPMENTS IN AMERICAN HISTORY FROM THE PRE-COLUMBIAN PERIOD OF EXPLORATION AND DISCOVERY (5)	56.2
1.1:	LOCATE MAJOR PRE-COLUMBIAN CULTURES ON AN APPROPRIATE MAP OF THE WESTERN HEMISPHERE (1)	***
1.2:	IDENTIFY MAJOR ARTISTIC, SCIENTIFIC, AGRICULTURAL, & MATHEMATICAL CONTRIBUTIONS OF PRE-COLUMBIAN CULTURES (0)	***
1.3:	DESCRIBE REASONS FOR EUROPEAN VOYAGES OF DISCOVERY IN THE 15TH & 16TH CENTURIES (2)	***
1.4:	IDENTIFY THE AREAS OF EUROPEAN POLITICAL & ECONOMIC INFLUENCE IN THE AMERICAS AS OF 1700 (1)	***
1.5:	DESCRIBE & EXPLAIN DIFFERENCES BETWEEN NATIVE AMERICANS & EUROPEANS IN ATTITUDES TOWARD LAND OWNERSHIP (0)	***
1.6:	DESCRIBE HOW GEOGRAPHIC FEATURES BOTH ENCOURAGED & DISCOURAGED EUROPEAN EXPLORATION (1)	***
GOAL 2:	KNOW THAT EUROPEAN NATIONS DIFFERED IN THEIR METHODS OF COLONIZING THE AMERICAS (5)	75.2
2.1:	DESCRIBE & DISTINGUISH AMONG SPANISH, FRENCH, & BRITISH METHODS OF COLONIAL CONTROL (1)	***
2.2:	LOCATE ON AN APPROPRIATE MAP, AREAS CONTROLLED BY THE BRITISH, THE SPANISH, AND THE FRENCH IN 1750 (0)	***
2.3:	ANALYZE REASONS FOR BRITISH, FRENCH, & SPANISH CONFLICTS IN NORTH AMERICA (0)	***
2.4:	COMPARE & CONTRAST BRITISH, SPANISH, & FRENCH COLONIES IN TERMS OF LOCATION & MAJOR ECONOMIC ACTIVITY (4)	76.9
2.5:	STATE WAYS IN WHICH GEOGRAPHY EITHER INFLUENCED, OR DID NOT INFLUENCE, COLONIZATION (0)	***
2.6:	STATE CAUSES & RESULTS OF THE FRENCH & INDIAN WAR (0)	***
GOAL 3:	KNOW IMPORTANT ASPECTS OF LIFE IN COLONIAL AMERICA (7)	76.7
3.1:	DISTINGUISH AMONG NEW ENGLAND, MIDDLE, & SOUTHERN COLONIES IN TERMS OF ECONOMIC ACTIVITY (2)	***
3.2:	IDENTIFY MAJOR COLONIAL FIGURES & EVALUATE THEIR CONTRIBUTIONS TO COLONIAL LIFE (0)	***
3.3:	COMPARE & CONTRAST SOCIAL LIFE & RECREATIONAL ACTIVITY IN NEW ENGLAND, MIDDLE, & SOUTHERN COLONIES (2)	***
3.4:	DISTINGUISH BETWEEN INDENTURED SERVITUDE & SLAVERY (1)	***
3.5:	IDENTIFY EXAMPLES OF BRITISH & FRENCH CONFLICTS IN NORTH AMERICA DURING THE COLONIAL PERIOD (0)	***
3.6:	IDENTIFY THE VARIOUS NATIONAL GROUPS THAT CAME TO AMERICA DURING THE COLONIAL PERIOD (1)	***
3.7:	DISTINGUISH BETWEEN THE LIFESTYLES OF THE VARIOUS COLONIAL GROUPS (1)	***
GOAL 4:	KNOW CAUSES & EFFECTS, MAJOR EVENTS, & MAJOR PERSONALITIES OF THE REVOLUTIONARY WAR (6)	70.5
4.1:	DISTINGUISH BETWEEN IMMEDIATE & LONG-TERM REASONS FOR THE AMERICAN REVOLUTION (0)	***
4.2:	IDENTIFY MAJOR EVENTS ASSOCIATED WITH THE REVOLUTIONARY WAR (1)	***
4.3:	IDENTIFY & INDICATE THE IMPORTANCE OF MAJOR FIGURES OF THE AMERICAN REVOLUTION (4)	74.1
4.4:	IDENTIFY FACTORS WHICH WERE THE MOST IMPORTANT IN THE DEFEAT OF THE BRITISH IN THE REVOLUTIONARY WAR (1)	***
4.5:	DISCUSS THE IMPORTANCE OF THE DECLARATION OF INDEPENDENCE (0)	***
GOAL 5:	KNOW HOW THE PROBLEMS CREATED BY THE ARTICLES OF CONFEDERATION LED TO THE DEVELOPMENT OF THE CONSTITUTION (3)	74.5
5.1:	IDENTIFY THE MAJOR PROBLEMS OF THE GOVERNMENT AND ECONOMY UNDER THE ARTICLES OF CONFEDERATION (2)	***
5.2:	UNDERSTAND THE PROCESS OF HOW THE CONSTITUTION WAS WRITTEN & RATIFIED (1)	***

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Table 5, cont'd.

		STATE
GOAL 6:	KNOW MAJOR TRENDS, EVENTS, & PROBLEMS OF THE "NEW NATION" (6)	63.2
6.1:	IDENTIFY STATES IN THE UNION AS OF 1789, 1800, & 1815 (0)	***
6.2:	DESCRIBE RELATIONSHIPS WITH BRITAIN & FRANCE DURING 1789-1815 (3)	***
6.3:	IDENTIFY PROBLEMS FACING THE NEW NATION, AND DESCRIBE HOW THEYWERE SOLVED OR LEFT UNSOLVED (1)	***
6.4:	DESCRIBE THE EFFECTS OF THE WAR OF 1812 IN TERMS OF OUR RELATIONSHIPS WITH OTHER PEOPLE (1)	***
6.5:	IDENTIFY & DESCRIBE IMPORTANT INDIVIDUALS & EVENTS THAT DEVELOPED IN THE PERIOD FROM 1789-1815 (1)	***
GOAL 7:	KNOW THAT THE PERIOD OF 1815-1850 WAS A TIME OF BOTH NATIONALISM & SECTIONALISM (11)	63.5
7.1:	UNDERSTAND THE DIFFERENCE BETWEEN SECTIONALISM & NATIONALISM (3)	***
7.2:	IDENTIFY STATES IN THE UNION AS OF 1815 AND 1850 (0)	***
7.3:	ASSESS THE IMPORTANCE OF THE WESTWARD MOVEMENT IN THE PERIOD 1815-1850 (2)	***
7.4:	DESCRIBE THE PHENOMENA THAT CONTRIBUTED TO THE GROWTH OF NATIONALISM AND/OR SECTIONALISM IN THE PERIOD 1815-1840 (0)	***
7.5:	IDENTIFY & STATE THE INFLUENCE THAT INDIVIDUALS HAD ON NATIONALISM OR SECTIONALISM IN THE PERIOD 1815-1850 (5)	69.9
7.6:	COMPARE & CONTRAST POLITICAL EVENTS OR ACTIONS IN TERMS OF THEIR INFLUENCE ON NATIONALISM AND/OR SECTIONALISM (1)	***
GOAL 8:	KNOW THAT SECTIONALISM OVERCAME NATIONALISM & RESULTED IN THE CIVIL WAR (10)	67.3
8.1:	ON A MAP OF THE UNITED STATES, IDENTIFY THOSE STATES CLASSIFIED AS SLAVE STATES & FREE STATES IN 1860 (1)	***
8.2:	IDENTIFY EVENTS OR CRISES LEADING TO THE SECESSION OF THE CONFEDERATE STATES OF AMERICA (3)	***
8.3:	DESCRIBE HOW INTERNATIONAL INVOLVEMENT CONTRIBUTED TO THE ADDITION OF NEW TERRITORIES TO THE UNITED STATES (0)	***
8.4:	DESCRIBE THE PHENOMENON OF MANIFEST DESTINY (3)	***
8.5:	DESCRIBE THE INFLUENCE OF SLAVERY AS AN ISSUE IN THE OPENING OF THE WEST (1)	***
8.6:	UNDERSTAND THE IMPORTANCE OF SELECTED PERSONALITIES AND EVENTS JUST BEFORE THE CIVIL WAR (0)	***
8.7:	UNDERSTAND ECONOMIC FACTORS THAT LED TO THE CIVIL WAR (2)	***
GOAL 9:	KNOW THAT THE CIVIL WAR & THE RECONSTRUCTION OF THE UNION AFFIRMED THE POWER OF THE NATIONAL GOVERNMENT (7)	70.5
9.1:	UNDERSTAND HOW STATES DIVIDED ALONG SECTIONAL LINES (1)	***
9.2:	UNDERSTAND THE CAUSES OF THE CIVIL WAR AS IMMEDIATE & LONG-TERM (2)	***
9.3:	RECOGNIZE THE SIGNIFICANCE OF IMPORTANT POLITICAL/MILITARY EVENTS RELATED TO THE CIVIL WAR (0)	***
9.4:	DISTINGUISH SIMILARITIES & DIFFERENCES BETWEEN PRESIDENTIAL & CONGRESSIONAL PLANS FOR RECONSTRUCTING THE SOUTH (2)	***
9.5:	DESCRIBE THE EFFECTS OF RECONSTRUCTION ON THE SOUTH (2)	***
GOAL 10:	KNOW MAJOR LATE 19TH-CENTURY INDUSTRIAL & BUSINESS DEVELOPMENTS (11)	66.8
10.1:	IDENTIFY THE TYPES OF BUSINESS ORGANIZATIONS THAT DEVELOPED AFTER THE CIVIL WAR (3)	***
10.2:	IDENTIFY THE IMPORTANCE OF TECHNOLOGICAL ADVANCES MADE IN THE LATE 19TH-CENTURY (2)	***
10.3:	UNDERSTAND THE IMPACT THAT INDUSTRIALISM & IMMIGRATION HAD ON AMERICAN CITIES FROM 1820-1900 (1)	***
10.4:	IDENTIFY MAJOR LATE 19TH-CENTURY INDUSTRIAL CENTERS OF THE UNITED STATES (1)	***
10.5:	UNDERSTAND THE IMPORTANCE OF THE ENTREPRENEUR IN THE DEVELOPMENT OF THE AMERICAN ECONOMY DURING THE LATTER HALF OF THE 19TH-CENTURY (2)	***
10.6:	UNDERSTAND MAJOR POLITICAL DEVELOPMENTS BETWEEN 1865-1900 (1)	***
10.7:	UNDERSTAND MAJOR ECONOMIC DEVELOPMENTS BETWEEN 1865-1900 (1)	***

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Table 5, cont'd.

		STATE
GOAL 11:	KNOW CAUSES & EVENTS OF THE SETTLEMENT OF THE WEST (8)	69.6
11.1:	KNOW THE IMPORTANCE OF RAILROADS IN THE SETTLEMENT OF THE WEST (1)	***
11.2:	KNOW CONDITIONS FACED BY FARM FAMILIES AS THEY SETTLED IN THE WEST (1)	***
11.3:	KNOW THE MAJOR REASONS FOR VARIOUS GROUPS MOVING WEST (3)	***
11.4:	KNOW THE IMPACT THAT SETTLEMENT IN THE WEST HAD UPON NATIVE AMERICAN INDIANS (0)	***
11.5:	KNOW THE ROLE OF PROMINENT WOMEN & MEN IN THE SETTLEMENT OF THE WEST (1)	***
11.6:	UNDERSTAND THE ROLE OF THE CATTLE KINGDOM IN REALITY & MYTH (2)	***
GOAL 12:	KNOW THAT THE LATE 19TH-CENTURY WAS A TIME OF GREAT SOCIAL, POLITICAL, & ECONOMIC CHANGE & UNREST (9)	70.1
12.1:	EVALUATE RELATIONSHIPS BETWEEN GOVERNMENT & BUSINESS IN THE LATE 19TH-CENTURY, IDENTIFYING LAWS OR GOVERNMENT POLICIES WHICH ENCOURAGED THE DEVELOPMENT OF LARGE CORPORATIONS (0)	***
12.2:	DESCRIBE THE IMPORTANT RESULTS OF LATE 19TH-CENTURY IMMIGRATION (4)	71.5
12.3:	UNDERSTAND THE CAUSES, EVENTS, & EFFECTS OF THE AGRARIAN REVOLT (1)	***
12.4:	EVALUATE THE IMPORTANCE OF EFFORTS OF LABOR TO ORGANIZE INTO UNIONS (2)	***
12.5:	EVALUATE THE INFLUENCE OF THE PROGRESSIVE MOVEMENT (2)	***
GOAL 13:	KNOW MAJOR CAUSES & EVENTS OF AMERICAN FOREIGN POLICY IN THE PERIOD 1865-1920 (16)	61.2
13.1:	DESCRIBE HOW IMPERIALISM INFLUENCED UNITED STATES FOREIGN POLICY AT THE TURN OF THE CENTURY (4)	66.4
13.2:	LOCATE ON A MAP GENERAL AREAS HELD IN COLONIAL CONTROL BY THE UNITED STATES IN 1910 (0)	***
13.3:	EVALUATE UNITED STATES CONDUCT AS AN IMPERIAL POWER (1)	***
13.4:	STATE REASONS WHY THE UNITED STATES PROPOSED TO REMAIN NEUTRAL DURING WORLD WAR I (1)	***
13.5:	DESCRIBE REASONS WHY THE UNITED STATES ENTERED WORLD WAR I (3)	***
13.6:	EVALUATE THE EFFECTS OF WORLD WAR I ON THE UNITED STATES & EUROPE (4)	57.3
13.7:	ASSESS THE IMPACT OF THE UNITED STATES' RETREAT INTO ISOLATION AT THE END OF WORLD WAR I (1)	***
13.8:	UNDERSTAND THE MILITARY ROLE OF THE UNITED STATES IN WORLD WAR I (2)	***
GOAL 14:	KNOW THAT THE "TIME BETWEEN WARS" (1920-1940) WAS A TIME OF ISOLATION & DISILLUSIONMENT WITH INTERNATIONAL INVOLVEMENTS, OF RAPID SOCIAL CHANGE, AND OF BOTH ECONOMIC PROSPERITY & DESPAIR (20)	73.9
14.1:	STATE THE EXTENT TO WHICH DIFFERENT SEGMENTS OF AMERICA PARTICIPATED IN THE PROSPERITY OF THE EARLY 1920S (2)	***
14.2:	DESCRIBE THE ISOLATION & DISILLUSIONMENT WITH INTERNATIONAL AFFAIRS THAT THE UNITED STATES FELT FOLLOWING WORLD WAR I (1)	***
14.3:	DESCRIBE THE FACTORS CONTRIBUTING TO THE "GREAT DEPRESSION" (5)	79.2
14.4:	ANALYZE THE EFFECTS THAT MOVEMENTS AND FADS HAD ON 1920S LIFESTYLES (4)	73.9
14.5:	IDENTIFY IMPORTANT NEW DEAL ACTIVITIES & GOVERNMENT REFORM MEASURES (5)	71.1
14.6:	IDENTIFY NEW DEAL LEGISLATION THAT ADDRESSED PROBLEMS IN THE SOCIAL & ECONOMIC COMMUNITIES (0)	***
14.7:	EVALUATE THE EFFECTS OF NEW DEAL LEGISLATION ON EFFORTS TO ORGANIZE WORKERS (2)	***
14.8:	EVALUATE THE LONG TERM INFLUENCE OF NEW DEAL POLICIES ON THE ECONOMIC, SOCIAL, & POLITICAL INSTITUTIONS IN THE UNITED STATES (1)	***
GOAL 15:	KNOW MAJOR CAUSES, EVENTS, & RESULTS OF WORLD WAR II (21)	55.4
15.1:	KNOW HOW WORLD WAR I & ITS AFTERMATH LED TO WORLD WAR II (2)	***
15.2:	DESCRIBE REASONS FOR ADOLF HITLER'S RISE TO POLITICAL POWER (1)	***
15.3:	KNOW THAT THE 1930S WAS A PERIOD OF EXPANSION OF TOTALITARIAN GOVERNMENTS (4)	58.5
15.4:	DISCUSS THE ACTS LEADING TO THE OUTBREAK OF WORLD WAR II IN EUROPE (1)	***
15.5:	KNOW THOSE AREAS CONTROLLED BY GERMANY, ITALY, & JAPAN AS OF 1942 (1)	***
15.6:	DESCRIBE THE STEPS WHICH PRECEDED THE UNITED STATES' ENTRY INTO WORLD WAR II (3)	***

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Table 5, cont'd.

		STATE
15.7:	DESCRIBE THE EFFECTS OF WORLD WAR II ON SOCIAL & ECONOMIC GROUPS IN THE UNITED STATES (5)	57.5
15.8:	DESCRIBE SELECTED MILITARY EVENTS FROM WORLD WAR II & DISCUSS THE MILITARY IMPORTANCE OF EACH (3)	***
15.9:	DESCRIBE POSTWAR EUROPE & THE ORGANIZATIONS ESTABLISHED TO MAINTAIN PEACE (1)	***
GOAL 16:	KNOW THE MAJOR EVENTS, THEIR CAUSES, & THEIR EFFECTS ON THE FOREIGN POLICY OF THE UNITED STATES SINCE 1945 (21)	59.9
16.1:	DESCRIBE THE EXPANSION OF COMMUNISM/SOCIALISM FROM 1945-1960 (2)	***
16.2:	IDENTIFY THE MAJOR WORLD EVENTS FROM THE "COLD WAR" ERA & EVALUATE THEIR IMPACT ON THE UNITED STATES (2)	***
16.3:	IDENTIFY & EXPLAIN THE IMPORTANCE OF THE MAJOR POLITICAL FIGURES & EVENTS OF THE KOREAN WAR ERA (2)	***
16.4:	EVALUATE THE FOREIGN POLICY DILEMMAS FACED BY THE UNITED STATES IN ITS THIRST FOR OIL (1)	***
16.5:	KNOW THE IMPORTANCE OF THE MILITARY/POLITICAL ALLIANCES IN THE COLD WAR PERIOD (0)	***
16.6:	IDENTIFY THE MAJOR FIGURES OF THE COLD WAR ERA & ASSESS THEIR IMPACT ON THIS PERIOD (3)	***
16.7:	KNOW THE IMPORTANT PERSONS & EVENTS DURING THE "MCCARTHY ERA" (3)	***
16.8:	IDENTIFY AND DISCUSS THE MAJOR CAUSES, EFFECTS, POLITICAL FIGURES, & EVENTS OF THE VIETNAM WAR EFFORT (2)	***
16.9:	ASSESS THE EFFECTS OF THE VIETNAM WAR ON AMERICAN SOCIETY (6)	63.0
GOAL 17:	KNOW THAT THE YEARS SINCE 1945 HAVE BEEN A TIME OF GREAT SOCIAL, ECONOMIC, & POLITICAL CHANGE (9)	68.5
17.1:	ANALYZE THE COURSE OF THE AMERICAN ECONOMY SINCE WORLD WAR II, WITH EMPHASIS ON CYCLICAL PERIODS OF GROWTH & DECLINE, AND THE REASONS FOR THESE ECONOMIC UP-SWINGS & DOWN-TURNS (0)	***
17.2:	DESCRIBE THE SOCIAL CHANGES OCCURRING IN THE UNITED STATES BEGINNING WITH WORLD WAR II (5)	66.8
17.3:	EVALUATE A LIST OF THE MAJOR POLITICAL CHANGES & EVENTS FROM 1950-1980 (2)	***
17.4:	IDENTIFY & EVALUATE MAJOR CIVIL RIGHTS EVENTS & MOVEMENTS FROM THE PAST 30 YEARS (2)	***
GOAL 18:	KNOW THAT THE POST WORLD WAR II YEARS HAVE BEEN A PERIOD OF GREAT TECHNOLOGICAL CHANGE (5)	69.9
18.1:	IDENTIFY & ASSESS THE IMPORTANCE OF THE TECHNOLOGICAL CHANGES OCCURRING IN THE POST WORLD WAR II YEARS (5)	69.9
	PERCENT CORRECT ALL ITEMS (180)	65.9
	AVERAGE SCORE ALL ITEMS (180)	118.5
	NUMBER OF STUDENTS TESTED	72824

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APPENDIX

U.S. History Core and Goal Performance in Educational Regions and Public School Systems

Table 6 presents average performance on the 60-item core test, the 180-item curriculum test, and the 18 goals of U.S. History for the eight educational regions. Average core scores between educational regions differed by no more than 1.9 raw score points.

Average performance on the U.S. History test for the public school systems is listed in Table 7. School systems are arranged by educational region.

U.S. History Box and Whisker Plots of Core Scores for Educational Regions and Public School Systems

Figure 6 displays the distributions of core scores for the eight educational regions using box and whisker plots. Public school system box and whisker plots are presented in Figures 7 through 14. See the interpretive legend in Figure 1 on page 4.

State Percentile Table for 1988

Table 8 gives summary statistics, the score distribution, and state percentiles for 1988. The 1988 percentiles provide a baseline to which subsequent performance on the equivalent core tests can be compared.

Table 6

1988 Regional Summary Results for U.S. History: 60-Item Core Test and 180-Item Curriculum Test

STATE REPORT

GOALS: THE LEARNER WILL KNOW:

1: DEVELOPMENTS FROM THE PRE-COLUMBIAN PERIOD
2: METHODS OF COLONIZING AMERICAS
3: ASPECTS OF LIFE IN COLONIAL AMERICA
4: CAUSES, EVENTS, AND RESULTS OF REVOLUTIONARY WAR
5: PROBLEMS LEADING TO THE CONSTITUTION
6: TRENDS, EVENTS, AND PROBLEMS OF "NEW NATION"
7: MANIFESTATIONS OF NATIONALISM AND SECTIONALISM; 1815-1850
8: SECTIONAL DIFFERENCES RESULTING IN CIVIL WAR
9: CIVIL WAR & RECONSTRUCTION STRENGTHENED NATIONAL GOVERNMENT
10: INDUSTRIAL BUSINESS DEVELOPMENTS OF LATE 1800S
11: CAUSES AND EVENTS OF SETTLEMENT OF THE WEST
12: SOCIAL, POLITICAL, AND ECONOMIC CHANGES OF LATE 1800S
13: AMERICAN FOREIGN POLICY FROM 1865 TO 1920
14: ECONOMIC, SOCIAL, & FOREIGN POLICY DEVELOPMENTS, 1920-1940
15: CAUSES, EVENTS, AND EFFECTS OF WORLD WAR II
16: MAJOR EVENTS AND U.S. FOREIGN POLICY SINCE 1945
17: SOCIAL, ECONOMIC, AND POLITICAL CHANGES SINCE 1945
18: TECHNOLOGICAL CHANGES SINCE 1945

	NUMBER TESTED	GOALS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AVG CORE	PCT CORE	AVG ALL ITEMS	PCT ALL ITEMS
NUMBER OF ITEMS		5	5	7	6	3	6	11	10	7	11	8	9	16	20	21	21	9	5	60	60	180	180
NORTHEAST	4203	56	74	73	71	73	62	63	65	71	65	68	67	61	72	53	58	67	66	39.2	65.4	115.6	64.2
SOUTHEAST	8299	56	75	76	72	76	62	64	67	72	68	70	70	61	74	55	60	70	70	40.0	66.7	119.0	66.1
CENTRAL	11512	57	75	77	71	76	64	67	68	71	67	69	71	62	74	57	61	69	71	40.4	67.3	120.1	66.7
SOUTH CENTRAL	9041	55	76	76	69	74	61	65	66	69	65	68	67	59	71	53	57	67	67	38.7	64.5	115.2	64.0
NORTH CENTRAL	13630	57	76	77	72	74	64	64	68	71	67	70	71	61	74	56	61	69	70	40.3	67.1	119.5	66.4
SOUTHWEST	12722	56	74	76	69	74	62	61	67	69	66	68	70	62	73	56	59	67	69	39.4	65.7	117.3	65.1
NORTHWEST	7619	57	76	79	71	77	65	63	69	72	68	73	72	62	77	57	61	69	73	40.6	67.7	121.2	67.3
WESTERN	5798	56	75	78	70	73	64	60	69	70	68	72	71	61	75	56	61	69	73	40.3	67.2	119.3	66.3

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Table 7

1988 School System Summary Results for U.S. History: 60-Item Core Test and 180-Item Curriculum Test

REGION NORTHEAST

REGION REPORT

GOALS: THE LEARNER WILL KNOW:

1: DEVELOPMENTS FROM THE PRE-COLUMBIAN PERIOD
2: METHODS OF COLONIZING AMERICAS
3: ASPECTS OF LIFE IN COLONIAL AMERICA
4: CAUSES, EVENTS, AND RESULTS OF REVOLUTIONARY WAR
5: PROBLEMS LEADING TO THE CONSTITUTION
6: TRENDS, EVENTS, AND PROBLEMS OF "NEW NATION"
7: MANIFESTATIONS OF NATIONALISM AND SECTIONALISM; 1815-1850
8: SECTIONAL DIFFERENCES RESULTING IN CIVIL WAR
9: CIVIL WAR & RECONSTRUCTION STRENGTHENED NATIONAL GOVERNMENT
10: INDUSTRIAL BUSINESS DEVELOPMENTS OF LATE 1800S
11: CAUSES AND EVENTS OF SETTLEMENT OF THE WEST
12: SOCIAL, POLITICAL, AND ECONOMIC CHANGES OF LATE 1800S
13: AMERICAN FOREIGN POLICY FROM 1865 TO 1920
14: ECONOMIC, SOCIAL, & FOREIGN POLICY DEVELOPMENTS, 1920-1940
15: CAUSES, EVENTS, AND EFFECTS OF WORLD WAR II
16: MAJOR EVENTS AND U.S. FOREIGN POLICY SINCE 1945
17: SOCIAL, ECONOMIC, AND POLITICAL CHANGES SINCE 1945
18: TECHNOLOGICAL CHANGES SINCE 1945

	NUMBER TESTED	GOALS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AVG CORE	PCT CORE	AVG ALL ITEMS	PCT ALL ITEMS
NUMBER OF ITEMS		5	5	7	6	3	6	11	10	7	11	8	9	16	20	21	21	9	5	60	60	180	180
BEAUFORT COUNTY	346	60	77	72	76	74	63	65	67	72	67	74	66	58	71	55	62	70	62	41.3	68.8	118.3	65.7
WASHINGTON CITY	272	44	66	66	64	73	52	51	58	60	65	64	61	56	71	52	58	65	64	37.1	61.9	107.8	59.9
BERTIE COUNTY	254	57	64	64	61	59	53	56	58	64	57	58	59	49	68	48	52	57	55	35.0	58.3	102.2	56.8
CAMDEN COUNTY	74	55	73	75	70	82	70	63	68	81	73	68	71	74	82	55	60	68	75	41.9	69.9	124.1	68.9
CHOWAN COUNTY	193	61	75	79	76	74	64	62	67	73	70	73	73	63	76	54	58	70	66	40.9	68.1	119.9	66.6
CURRITUCK COUNTY	144	62	81	84	78	80	77	69	76	77	75	79	80	72	83	65	68	74	81	44.3	73.8	133.7	74.3
DARE COUNTY	170	79	80	89	81	84	74	70	80	82	73	78	81	69	81	64	70	75	83	44.9	74.9	135.5	75.3
GATES COUNTY	128	49	75	75	68	77	59	61	58	68	64	68	72	66	71	50	53	64	62	37.8	63.0	112.6	62.5
HERTFORD COUNTY	304	54	67	68	68	68	60	57	60	66	60	62	60	57	68	47	52	63	61	37.0	61.6	106.5	59.2
HYDE COUNTY	74	59	68	63	63	61	49	53	56	63	54	52	60	49	62	46	47	55	57	33.7	56.2	98.2	54.6
MARTIN COUNTY	394	50	72	71	75	68	60	62	59	64	61	66	63	55	68	49	54	64	61	36.4	60.6	108.9	60.5
PASQUOTANK COUNTY	344	55	81	74	70	77	64	66	72	75	67	71	72	65	74	53	56	69	70	40.2	66.9	119.2	66.2
PERQUIMANS COUNTY	59	63	85	80	76	84	67	65	66	75	69	68	74	72	75	59	66	73	77	44.2	73.7	125.8	69.9
PITT COUNTY	1171	55	73	75	70	74	62	66	66	72	66	67	68	63	73	54	59	69	67	39.5	65.8	117.3	65.2
TYRRELL COUNTY	63	46	74	70	73	73	64	69	65	78	68	70	67	59	72	53	54	65	65	38.7	64.5	115.3	64.0
WASHINGTON COUNTY	213	53	76	72	69	73	66	62	66	72	66	69	72	64	72	57	59	69	63	40.4	67.3	117.9	65.5

NOTE: FOUR FORMS OF A 100-ITEM TEST WERE ADMINISTERED IN EVERY CLASSROOM. SIXTY OF THE 100 ITEMS WERE COMMON ACROSS THE FOUR FORMS (CORE). ONE FORM CONTAINED FIELD TEST ITEMS WHICH ARE NOT INCLUDED IN THIS REPORT. THE REMAINING FORTY ITEMS ON THREE FORMS VARIED BY FORM, SO THAT 180 ITEMS WERE MEASURED IN EVERY CLASSROOM. GOAL • AREAS INCLUDE BOTH CORE AND VARIABLE ITEMS. CAUTION SHOULD BE USED WHEN INTERPRETING RESULTS BASED ON SMALL NUMBERS OF STUDENTS OR ITEMS. THE U.S. HISTORY CURRICULUM IS INTENDED TO BE BALANCED SO THAT AT LEAST HALF OF INSTRUCTIONAL TIME IS DEVOTED TO THE TWENTIETH CENTURY. THE NUMBER OF ITEMS PER GOAL REFLECTS THIS BALANCE.

Table 7, cont'd.

REGION SOUTHEAST — REGION REPORT

GOALS: THE LEARNER WILL KNOW:

1: DEVELOPMENTS FROM THE PRE-COLUMBIAN PERIOD
2: METHODS OF COLONIZING AMERICAS
3: ASPECTS OF LIFE IN COLONIAL AMERICA
4: CAUSES, EVENTS, AND RESULTS OF REVOLUTIONARY WAR
5: PROBLEMS LEADING TO THE CONSTITUTION
6: TRENDS, EVENTS, AND PROBLEMS OF "NEW NATION"
7: MANIFESTATIONS OF NATIONALISM AND SECTIONALISM; 1815-1850
8: SECTIONAL DIFFERENCES RESULTING IN CIVIL WAR
9: CIVIL WAR & RECONSTRUCTION STRENGTHENED NATIONAL GOVERNMENT
10: INDUSTRIAL BUSINESS DEVELOPMENTS OF LATE 1800S
11: CAUSES AND EVENTS OF SETTLEMENT OF THE WEST
12: SOCIAL, POLITICAL, AND ECONOMIC CHANGES OF LATE 1800S
13: AMERICAN FOREIGN POLICY FROM 1865 TO 1920
14: ECONOMIC, SOCIAL, & FOREIGN POLICY DEVELOPMENTS, 1920-1940
15: CAUSES, EVENTS, AND EFFECTS OF WORLD WAR II
16: MAJOR EVENTS AND U.S. FOREIGN POLICY SINCE 1945
17: SOCIAL, ECONOMIC, AND POLITICAL CHANGES SINCE 1945
18: TECHNOLOGICAL CHANGES SINCE 1945

	NUMBER TESTED	GOALS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AVG CORE	PCT CORE	AVG ALL ITEMS	PCT ALL ITEMS
NUMBER OF ITEMS		5	5	7	6	3	6	11	10	7	11	8	9	16	20	21	21	9	5	60	60	180	180
BRUNSWICK COUNTY	542	58	72	76	73	68	58	64	64	69	67	69	69	56	72	52	58	69	68	38.6	64.4	115.2	64.0
CARTERET COUNTY	479	60	79	78	74	73	57	62	69	73	72	74	75	65	77	62	63	73	77	41.4	69.0	124.4	69.1
NEW BERN-CRAVEN	871	56	78	76	72	78	63	64	68	72	69	69	71	65	75	56	61	72	70	40.9	68.1	121.0	67.2
DUPLIN COUNTY	569	57	71	76	70	74	59	64	65	70	66	68	71	63	72	53	58	68	64	39.4	65.6	116.5	64.7
GREENE COUNTY	173	53	75	76	71	78	61	65	67	70	66	67	68	57	71	51	57	66	69	38.7	64.5	114.7	63.7
JONES COUNTY	127	42	74	66	69	70	51	64	58	64	59	66	66	59	72	47	50	61	62	36.1	60.1	107.5	59.7
LENOIR COUNTY	444	50	71	71	68	67	58	59	62	67	64	65	66	57	72	54	58	66	67	37.9	63.1	112.4	62.5
KINSTON CITY	323	50	75	75	67	74	60	62	65	71	66	68	69	59	73	49	58	70	62	38.1	63.4	114.4	63.5
NEW HANOVER COUNT	1299	65	81	82	77	81	70	72	74	77	73	76	76	68	81	63	66	78	78	43.8	73.0	131.0	72.8
ONSLOW COUNTY	1096	60	77	77	71	80	64	62	68	71	67	71	68	60	73	54	59	68	72	39.9	66.5	118.3	65.7
PAMLICO COUNTY	133	41	73	76	62	79	62	59	66	72	66	68	69	55	72	54	62	67	68	37.7	62.8	115.0	63.9
PENDER COUNTY	359	56	74	78	72	80	62	67	72	70	70	70	68	57	74	53	58	72	74	40.5	67.4	118.3	65.7
SAMPSON COUNTY	477	50	72	76	75	69	64	67	66	70	68	70	70	63	74	53	61	68	66	39.8	66.4	118.4	65.8
CLINTON CITY	199	55	80	74	67	75	62	66	65	76	69	68	64	56	73	49	52	70	65	38.5	64.1	114.2	63.4
WAYNE COUNTY	928	50	73	74	71	77	61	62	67	70	68	69	68	60	74	53	59	68	70	39.5	65.8	117.0	65.0
GOLDSBORO CITY	280	44	68	70	64	70	52	57	57	68	61	58	61	50	64	44	53	61	57	34.9	58.1	102.7	57.1

NOTE: FOUR FORMS OF A 100-ITEM TEST WERE ADMINISTERED IN EVERY CLASSROOM. SIXTY OF THE 100 ITEMS WERE COMMON ACROSS THE FOUR FORMS (CORE). ONE FORM CONTAINED FIELD TEST ITEMS WHICH ARE NOT INCLUDED IN THIS REPORT. THE REMAINING FORTY ITEMS ON THREE FORMS VARIED BY FORM, SO THAT 100 ITEMS WERE MEASURED IN EVERY CLASSROOM. GOAL AREAS INCLUDE BOTH CORE AND VARIABLE ITEMS. CAUTION SHOULD BE USED WHEN INTERPRETING RESULTS BASED ON SMALL NUMBERS OF STUDENTS OR ITEMS. THE U.S. HISTORY CURRICULUM IS INTENDED TO BE BALANCED SO THAT AT LEAST HALF OF INSTRUCTIONAL TIME IS DEVOTED TO THE TWENTIETH CENTURY. THE NUMBER OF ITEMS PER GOAL REFLECTS THIS BALANCE.

Table 7, cont'd.

REGION CENTRAL — REGION REPORT

GOALS: THE LEARNER WILL KNOW:

1: DEVELOPMENTS FROM THE PRE-COLUMBIAN PERIOD
2: METHODS OF COLONIZING AMERICAS
3: ASPECTS OF LIFE IN COLONIAL AMERICA
4: CAUSES, EVENTS, AND RESULTS OF REVOLUTIONARY WAR
5: PROBLEMS LEADING TO THE CONSTITUTION
6: TRENDS, EVENTS, AND PROBLEMS OF "NEW NATION"
7: MANIFESTATIONS OF NATIONALISM AND SECTIONALISM; 1815-1850
8: SECTIONAL DIFFERENCES RESULTING IN CIVIL WAR
9: CIVIL WAR & RECONSTRUCTION STRENGTHENED NATIONAL GOVERNMENT
10: INDUSTRIAL BUSINESS DEVELOPMENTS OF LATE 1800S
11: CAUSES AND EVENTS OF SETTLEMENT OF THE WEST
12: SOCIAL, POLITICAL, AND ECONOMIC CHANGES OF LATE 1800S
13: AMERICAN FOREIGN POLICY FROM 1865 TO 1920
14: ECONOMIC, SOCIAL, & FOREIGN POLICY DEVELOPMENTS, 1920-1940
15: CAUSES, EVENTS, AND EFFECTS OF WORLD WAR II
16: MAJOR EVENTS AND U.S. FOREIGN POLICY SINCE 1945
17: SOCIAL, ECONOMIC, AND POLITICAL CHANGES SINCE 1945
18: TECHNOLOGICAL CHANGES SINCE 1945

	NUMBER TESTED	GOALS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AVG CORE	PCT CORE	AVG ALL ITEMS	PCT ALL ITEMS
NUMBER OF ITEMS		5	5	7	6	3	6	11	10	7	11	8	9	16	20	21	21	9	5	60	60	180	180
DURHAM COUNTY	1228	62	80	83	75	78	69	70	73	76	72	73	80	66	80	63	69	74	80	43.6	72.7	130.2	72.3
DURHAM CITY	389	53	70	66	60	70	50	59	60	68	62	57	58	54	65	46	50	62	60	35.6	59.3	103.7	57.6
EDGECOMBE COUNTY	348	47	68	70	69	68	51	60	58	62	59	62	61	55	61	44	48	62	53	34.5	57.5	101.9	56.6
TARBORO CITY	227	51	72	73	64	76	63	63	63	68	65	64	70	60	76	56	63	70	67	39.9	66.4	117.2	65.1
FRANKLIN COUNTY	293	48	74	75	74	72	61	69	67	67	67	67	66	60	75	52	57	66	70	38.4	64.0	116.1	64.5
FRANKLINTON CITY	85	53	67	74	67	70	59	59	64	64	68	64	66	58	70	52	55	68	66	36.0	60.0	111.9	62.2
GRANVILLE COUNTY	480	48	76	77	64	73	61	65	63	71	64	66	69	61	72	54	59	68	70	38.2	63.7	115.7	64.3
HALIFAX COUNTY	306	44	70	67	60	66	50	53	54	64	53	54	51	39	53	40	45	56	55	31.7	52.8	91.8	51.0
ROANOKE RPDS CITY	169	61	86	83	81	81	72	75	76	77	75	76	76	65	82	59	68	77	83	44.6	74.4	131.7	73.2
WELDON CITY	48	66	79	68	72	76	57	63	62	66	62	62	61	52	65	45	56	71	48	38.1	63.5	108.3	60.2
JOHNSTON COUNTY	1034	54	76	76	74	76	63	66	67	71	67	70	70	60	73	55	62	70	70	39.9	66.6	119.0	66.1
NASH COUNTY	783	52	72	71	64	74	60	64	65	67	64	64	66	60	71	50	53	65	66	37.5	62.6	111.6	62.0
ROCKY MOUNT CITY	365	60	75	76	70	77	63	68	67	70	66	69	69	60	69	53	55	66	64	38.6	64.3	115.8	64.3
NORTHAMPTON COUNT	302	57	73	70	69	69	54	63	64	67	64	62	63	53	66	47	54	68	58	37.0	61.6	108.7	60.4
VANCE COUNTY	568	52	75	67	65	73	59	61	62	66	60	63	64	59	68	50	53	63	60	36.9	61.5	109.1	60.6
WAKE COUNTY	3905	63	78	83	75	80	70	70	73	75	72	74	77	69	80	64	67	73	78	43.6	72.6	129.8	72.1
WARREN COUNTY	196	51	65	72	68	64	58	64	58	66	60	62	68	60	67	53	51	65	60	37.5	62.5	109.0	60.6
WILSON COUNTY	786	51	71	71	69	72	60	63	63	69	64	65	69	58	73	52	59	70	67	38.2	63.6	114.2	63.5

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Table 7, cont'd.

REGION SOUTH CENTRAL — REGION REPORT

GOALS: THE LEARNER WILL KNOW:

1: DEVELOPMENTS FROM THE PRE-COLUMBIAN PERIOD
2: METHODS OF COLONIZING AMERICAS
3: ASPECTS OF LIFE IN COLONIAL AMERICA
4: CAUSES, EVENTS, AND RESULTS OF REVOLUTIONARY WAR
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8: SECTIONAL DIFFERENCES RESULTING IN CIVIL WAR
9: CIVIL WAR & RECONSTRUCTION STRENGTHENED NATIONAL GOVERNMENT
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11: CAUSES AND EVENTS OF SETTLEMENT OF THE WEST
12: SOCIAL, POLITICAL, AND ECONOMIC CHANGES OF LATE 1800S
13: AMERICAN FOREIGN POLICY FROM 1865 TO 1920
14: ECONOMIC, SOCIAL, & FOREIGN POLICY DEVELOPMENTS, 1920-1940
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16: MAJOR EVENTS AND U.S. FOREIGN POLICY SINCE 1945
17: SOCIAL, ECONOMIC, AND POLITICAL CHANGES SINCE 1945
18: TECHNOLOGICAL CHANGES SINCE 1945

	NUMBER TESTED	GOALS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AVG CORE	PCT CORE	AVG ALL ITEMS	PCT ALL ITEMS
NUMBER OF ITEMS		5	5	7	6	3	6	11	10	7	11	8	9	16	20	21	21	9	5	60	60	100	100
BLADEN COUNTY	420	54	71	71	65	69	55	61	59	67	61	63	63	48	63	49	53	63	62	34.8	58.1	105.5	58.6
COLUMBUS COUNTY	530	56	74	73	65	67	58	62	64	69	63	66	63	57	69	50	51	61	64	36.8	61.4	109.4	60.8
WHITEVILLE CITY	207	59	78	74	71	71	66	65	65	67	69	74	71	59	76	53	59	71	71	38.8	64.7	118.9	66.0
CUMBERLAND COUNTY	2935	56	76	78	70	76	63	66	69	70	66	71	70	59	74	56	58	68	69	39.6	66.0	118.4	65.8
HARNETT COUNTY	784	52	76	77	73	80	63	66	67	71	66	67	69	61	71	53	58	67	71	39.4	65.7	116.9	65.0
HOKE COUNTY	312	47	67	68	69	71	56	63	61	65	60	67	61	53	65	47	52	61	61	36.2	60.4	105.8	58.8
LEE COUNTY	496	53	74	79	71	73	63	66	66	70	64	69	72	61	74	53	57	70	73	39.4	65.6	117.6	65.3
MONTGOMERY COUNTY	292	75	87	88	82	77	72	77	75	79	72	79	78	74	80	64	70	76	73	47.2	78.7	135.0	75.0
MOORE COUNTY	604	51	74	77	70	76	66	67	68	71	66	70	72	61	74	54	58	68	71	39.5	65.8	118.1	65.6
RICHMOND COUNTY	490	56	77	79	65	74	63	65	64	66	65	68	65	54	68	51	53	64	63	37.5	62.5	111.7	62.0
ROBESON COUNTY	799	50	75	70	62	66	53	60	59	61	59	62	57	53	65	45	50	62	56	35.1	58.4	103.3	57.4
FAIRMONT CITY	157	47	70	67	64	71	49	53	53	57	57	56	49	45	60	44	55	60	50	33.6	56.1	97.6	54.2
LUMBERTON CITY	288	72	84	82	75	74	60	68	72	68	71	71	72	68	78	59	65	69	70	42.4	70.7	125.6	69.8
RED SPRINGS	123	50	73	68	62	71	52	53	57	57	60	64	56	52	63	47	52	64	57	34.4	57.4	102.6	57.0
SAINT PAULS CITY	105	60	73	74	71	69	58	60	60	61	57	64	64	56	71	49	59	61	59	36.9	61.5	110.0	61.1
SCOTLAND COUNTY	499	49	76	72	69	75	67	67	69	71	67	69	71	63	76	57	63	70	71	40.2	66.9	120.5	66.9

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REGION SOUTHWEST REGION REPORT

GOALS: THE LEARNER WILL KNOW:

1: DEVELOPMENTS FROM THE PRE-COLUMBIAN PERIOD
2: METHODS OF COLONIZING AMERICAS
3: ASPECTS OF LIFE IN COLONIAL AMERICA
4: CAUSES, EVENTS, AND RESULTS OF REVOLUTIONARY WAR
5: PROBLEMS LEADING TO THE CONSTITUTION
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17: SOCIAL, ECONOMIC, AND POLITICAL CHANGES SINCE 1945
18: TECHNOLOGICAL CHANGES SINCE 1945

	NUMBER TESTED	GOALS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AVG CORE	PCT CORE	AVG ALL ITEMS	PCT ALL ITEMS
NUMBER OF ITEMS		5	5	7	6	3	6	11	10	7	11	8	9	16	20	21	21	9	5	60	60	100	100
ANSON COUNTY	368	38	65	66	61	66	57	54	58	59	59	60	56	51	64	44	47	61	55	33.3	55.5	99.3	55.2
CABARRUS COUNTY	895	58	76	80	74	78	67	65	72	76	69	72	72	64	75	56	59	68	73	40.7	67.8	121.7	67.6
KANNAPOLIS CITY	317	53	72	75	70	68	56	63	65	72	66	68	69	64	74	55	58	70	70	38.7	64.5	117.0	65.0
CLEVELAND COUNTY	544	56	76	73	71	71	58	61	64	67	62	64	68	57	70	52	60	63	64	38.3	63.8	113.1	62.8
KINGS MTN. CITY	101	51	63	57	51	65	49	49	50	55	53	58	54	44	55	38	41	49	41	31.3	52.1	88.4	49.1
SHELBY CITY	235	60	76	78	71	78	66	66	70	71	67	71	74	64	78	59	69	75	76	42.3	70.5	124.7	69.3
GASTON COUNTY	2176	53	72	75	66	72	57	57	63	65	63	67	68	62	74	55	59	67	69	38.6	64.3	114.9	63.8
LINCOLN COUNTY	697	56	74	75	66	70	60	58	62	65	62	67	66	60	71	51	55	65	64	37.1	61.9	111.7	62.1
MECKLENBURG COUNT	4969	56	74	76	68	76	63	62	68	70	68	69	71	63	74	57	60	67	70	40.0	66.6	118.7	65.9
ROWAN COUNTY	904	55	75	73	70	70	65	59	67	71	65	69	66	58	72	54	60	68	70	38.7	64.5	115.7	64.3
SALISBURY CITY	148	58	73	74	68	71	57	62	67	64	63	66	67	63	76	58	63	75	74	39.8	66.3	118.5	65.8
STANLY COUNTY	272	73	77	83	82	78	75	67	70	73	69	77	75	67	80	65	69	76	76	43.6	72.6	130.5	72.5
ALBEMARLE CITY	149	66	78	78	79	79	67	68	72	75	72	78	72	65	77	56	66	73	71	40.8	68.0	126.0	70.0
UNION COUNTY	773	61	74	81	73	75	69	62	70	73	68	71	74	64	76	58	60	68	72	41.1	68.6	121.9	67.7
MONROE CITY	174	61	77	75	70	74	67	67	65	75	67	71	72	67	77	59	63	72	65	42.3	70.6	122.6	68.1

NOTE: FOUR FORMS OF A 100-ITEM TEST WERE ADMINISTERED IN EVERY CLASSROOM. SIXTY OF THE 100 ITEMS WERE COMMON ACROSS THE FOUR FORMS (CORE). ONE FORM CONTAINED FIELD TEST ITEMS WHICH ARE NOT INCLUDED IN THIS REPORT. THE REMAINING FORTY ITEMS ON THREE FORMS VARIED BY FORM, SO THAT 100 ITEMS WERE MEASURED IN EVERY CLASSROOM. GOAL AREAS INCLUDE BOTH CORE AND VARIABLE ITEMS. CAUTION SHOULD BE USED WHEN INTERPRETING RESULTS BASED ON SMALL NUMBERS OF STUDENTS OR ITEMS. THE U.S. HISTORY CURRICULUM IS INTENDED TO BE BALANCED SO THAT AT LEAST HALF OF INSTRUCTIONAL TIME IS DEVOTED TO THE TWENTIETH CENTURY. THE NUMBER OF ITEMS PER GOAL REFLECTS THIS BALANCE.

REGION NORTHWEST REGION REPORT

GOALS: THE LEARNER WILL KNOW:

1: DEVELOPMENTS FROM THE PRE-COLUMBIAN PERIOD
2: METHODS OF COLONIZING AMERICAS
3: ASPECTS OF LIFE IN COLONIAL AMERICA
4: CAUSES, EVENTS, AND RESULTS OF REVOLUTIONARY WAR
5: PROBLEMS LEADING TO THE CONSTITUTION
6: TRENDS, EVENTS, AND PROBLEMS OF "NEW NATION"
7: MANIFESTATIONS OF NATIONALISM AND SECTIONALISM; 1815-1850
8: SECTIONAL DIFFERENCES RESULTING IN CIVIL WAR
9: CIVIL WAR & RECONSTRUCTION STRENGTHENED NATIONAL GOVERNMENT
10: INDUSTRIAL BUSINESS DEVELOPMENTS OF LATE 1800S
11: CAUSES AND EVENTS OF SETTLEMENT OF THE WEST
12: SOCIAL, POLITICAL, AND ECONOMIC CHANGES OF LATE 1800S
13: AMERICAN FOREIGN POLICY FROM 1865 TO 1920
14: ECONOMIC, SOCIAL, & FOREIGN POLICY DEVELOPMENTS, 1920-1940
15: CAUSES, EVENTS, AND EFFECTS OF WORLD WAR II
16: MAJOR EVENTS AND U.S. FOREIGN POLICY SINCE 1945
17: SOCIAL, ECONOMIC, AND POLITICAL CHANGES SINCE 1945
18: TECHNOLOGICAL CHANGES SINCE 1945

	NUMBER TESTED	GOALS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AVG CORE	PCT CORE	AVG ALL ITEMS	PCT ALL ITEMS
NUMBER OF ITEMS		5	5	7	6	3	6	11	10	7	11	8	9	16	20	21	21	9	5	60	60	180	180
ALEXANDER COUNTY	427	50	73	74	66	78	59	60	64	72	64	68	64	64	72	52	52	61	66	38.4	63.9	12.7	62.6
ALLEGHANY COUNTY	95	46	72	79	66	78	72	61	74	77	71	79	79	65	81	62	64	77	78	42.4	70.7	126.5	70.3
ASHE COUNTY	274	61	75	83	71	77	72	65	72	79	71	77	76	65	80	64	63	72	79	42.8	71.4	127.8	71.0
AVERY COUNTY	198	54	74	77	71	71	59	53	63	66	64	73	66	57	77	55	63	70	73	38.5	64.1	116.6	64.8
BURKE COUNTY	860	57	77	78	71	77	67	63	67	71	67	72	70	60	75	56	61	68	71	40.3	67.1	119.7	66.5
CALDWELL COUNTY	750	56	76	80	74	77	65	64	69	76	69	75	76	64	79	59	64	74	75	42.1	70.2	124.7	69.3
CATAWBA COUNTY	937	57	77	80	70	74	65	64	69	74	69	74	77	62	78	57	62	69	75	40.7	67.8	122.6	68.1
HICKORY CITY	311	63	76	84	72	88	70	72	77	75	76	76	81	70	83	65	73	77	77	44.5	74.2	133.9	74.4
NEWTON CITY	210	58	78	83	68	78	67	67	71	77	70	74	75	69	78	61	63	70	75	42.2	70.3	125.9	69.9
DAVIE COUNTY	323	65	76	83	79	81	69	70	71	79	72	80	79	66	81	62	70	74	74	43.9	73.1	130.6	72.5
IREDELL COUNTY	738	56	73	74	69	71	62	58	64	66	64	70	65	55	72	51	55	63	68	37.7	62.8	112.3	62.4
MOORESVILLE CITY	90	61	82	76	71	70	56	63	66	68	64	70	68	60	73	53	62	68	77	39.4	65.6	117.7	65.4
STATESVILLE CITY	230	53	72	74	71	67	64	59	63	65	61	65	68	58	75	59	61	69	71	39.5	65.8	116.1	64.5
SURRY COUNTY	538	58	78	81	69	79	63	62	71	70	67	71	72	63	74	56	57	68	71	39.8	66.4	119.5	66.4
ELKIN CITY	83	54	81	87	82	78	72	77	76	78	73	81	80	65	85	67	71	75	79	44.2	73.7	134.8	74.9
MOUNT AIRY CITY	118	58	84	84	66	87	77	72	74	72	70	75	77	70	80	61	67	68	74	43.5	72.5	129.0	71.7
WATAUGA COUNTY	287	68	82	80	74	81	74	68	75	78	72	76	79	68	80	64	69	73	80	44.0	73.3	131.3	73.0
WILKES COUNTY	781	56	74	78	71	76	63	56	66	68	64	72	70	59	74	54	59	67	71	39.3	65.5	116.3	64.6
YADKIN COUNTY	369	56	77	78	74	78	64	61	69	73	67	70	72	61	76	56	58	67	69	39.8	66.3	119.4	66.3

NOTE: FOUR FORMS OF A 100-ITEM TEST WERE ADMINISTERED IN EVERY CLASSROOM. SIXTY OF THE 100 ITEMS WERE COMMON ACROSS THE FOUR FORMS (CORE). ONE FORM CONTAINED FIELD TEST ITEMS WHICH ARE NOT INCLUDED IN THIS REPORT. THE REMAINING FORTY ITEMS ON THREE FORMS VARIED BY FORM, SO THAT 180 ITEMS WERE MEASURED IN EVERY CLASSROOM. GOAL AREAS INCLUDE BOTH CORE AND VARIABLE ITEMS. CAUTION SHOULD BE USED WHEN INTERPRETING RESULTS BASED ON SMALL NUMBERS OF STUDENTS OR ITEMS. THE U.S. HISTORY CURRICULUM IS INTENDED TO BE BALANCED SO THAT AT LEAST HALF OF INSTRUCTIONAL TIME IS DEVOTED TO THE TWENTIETH CENTURY. THE NUMBER OF ITEMS PER GOAL REFLECTS THIS BALANCE.

REGION NORTH CENTRAL — REGION REPORT

GOALS: THE LEARNER WILL KNOW:

1: DEVELOPMENTS FROM THE PRE-COLUMBIAN PERIOD
2: METHODS OF COLONIZING AMERICAS
3: ASPECTS OF LIFE IN COLONIAL AMERICA
4: CAUSES, EVENTS, AND RESULTS OF REVOLUTIONARY WAR
5: PROBLEMS LEADING TO THE CONSTITUTION
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10: INDUSTRIAL BUSINESS DEVELOPMENTS OF LATE 1800S
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12: SOCIAL, POLITICAL, AND ECONOMIC CHANGES OF LATE 1800S
13: AMERICAN FOREIGN POLICY FROM 1865 TO 1920
14: ECONOMIC, SOCIAL, & FOREIGN POLICY DEVELOPMENTS, 1920-1940
15: CAUSES, EVENTS, AND EFFECTS OF WORLD WAR II
16: MAJOR EVENTS AND U.S. FOREIGN POLICY SINCE 1945
17: SOCIAL, ECONOMIC, AND POLITICAL CHANGES SINCE 1945
18: TECHNOLOGICAL CHANGES SINCE 1945

	NUMBER TESTED	GOALS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AVG CORE	PCT CORE	AVG ALL ITEMS	PCT ALL ITEMS
NUMBER OF ITEMS		5	5	7	6	3	6	11	10	7	11	8	9	16	20	21	21	9	5	60	60	100	100
ALAMANCE COUNTY	829	57	75	78	74	75	61	62	67	72	68	72	71	64	75	57	63	72	70	42.7	71.1	121.4	67.4
BURLINGTON CITY	539	57	78	80	76	78	68	70	72	75	71	74	79	66	80	61	67	73	75	42.2	70.3	127.9	71.1
CASWELL COUNTY	276	56	72	79	68	74	63	62	65	71	64	71	71	62	77	53	59	71	65	40.2	67.0	117.7	65.4
CHATHAM COUNTY	416	50	73	76	73	74	63	66	67	73	67	70	70	63	72	53	59	71	74	39.5	65.8	118.2	65.7
DAVIDSON COUNTY	1238	60	77	78	69	70	62	61	66	68	67	72	69	61	74	56	62	70	71	40.0	66.7	119.0	66.1
LEXINGTON CITY	202	59	77	76	71	70	66	68	67	76	64	67	70	60	73	53	62	68	71	40.0	66.6	118.6	65.9
THOMASVILLE CITY	95	65	74	79	66	72	63	64	65	76	73	70	71	62	78	61	64	69	80	41.5	69.1	123.3	68.5
FORSYTH COUNTY	2589	53	73	72	69	68	60	60	63	67	62	63	65	58	69	52	57	63	66	37.7	62.8	111.5	61.9
GUILFORD COUNTY	1751	62	79	82	76	78	69	66	73	75	71	75	75	64	79	58	63	73	74	42.4	70.7	125.9	70.8
GREENSBORO CITY	1714	58	76	77	73	76	67	68	70	73	68	71	73	63	76	58	64	71	72	41.2	68.7	123.0	68.3
HIGH POINT CITY	487	56	77	81	74	80	65	68	73	75	71	73	76	64	77	59	63	74	70	41.7	69.6	125.0	69.4
ORANGE COUNTY	389	66	79	77	74	77	70	72	76	75	70	71	76	65	77	55	64	71	71	44.6	74.3	125.2	69.6
CHAPEL HILL CITY	228	62	78	85	68	80	68	70	74	75	78	72	78	61	78	66	72	77	86	43.0	71.7	130.7	72.6
PERSON COUNTY	390	52	79	75	69	74	64	65	69	71	67	69	74	63	75	54	62	70	71	40.6	67.6	119.7	66.5
RANDOLPH COUNTY	842	57	79	80	72	76	67	64	68	73	66	69	70	60	74	55	57	67	72	39.8	66.4	118.6	65.9
ASHEBORO CITY	252	57	76	83	77	80	70	68	70	70	70	73	74	66	77	61	65	72	72	41.6	69.4	125.9	69.9
ROCKINGHAM COUNTY	294	54	74	76	71	75	66	63	66	69	67	70	65	57	72	52	56	66	68	39.0	64.9	115.1	63.9
EDEN CITY	273	54	72	67	66	75	61	58	63	66	62	63	57	55	64	49	52	62	59	35.8	59.7	106.6	59.2
WEST. ROCKINGHAM	272	50	76	75	77	75	65	68	69	70	70	71	72	60	74	53	60	72	71	39.8	66.3	119.7	66.5
REIDSVILLE CITY	265	49	73	70	70	70	57	59	64	66	62	67	63	57	71	53	57	68	65	37.6	62.7	111.7	62.1
STOKES COUNTY	369	50	74	73	68	77	58	59	63	70	67	67	67	55	73	51	55	66	72	37.0	61.7	112.7	62.6

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Table 7, cont'd.

REGION WESTERN REGION REPORT

GOALS: THE LEARNER WILL KNOW:

1: DEVELOPMENTS FROM THE PRE-COLUMBIAN PERIOD
2: METHODS OF COLONIZING AMERICAS
3: ASPECTS OF LIFE IN COLONIAL AMERICA
4: CAUSES, EVENTS, AND RESULTS OF REVOLUTIONARY WAR
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17: SOCIAL, ECONOMIC, AND POLITICAL CHANGES SINCE 1945
18: TECHNOLOGICAL CHANGES SINCE 1945

	NUMBER TESTED	GOALS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AVG CORE	PCT CORE	AVG ALL ITEMS	PCT ALL ITEMS
NUMBER OF ITEMS		5	5	7	6	3	6	11	10	7	11	8	9	16	20	21	21	9	5	60	60	100	100
BUNCOMBE COUNTY	1617	56	75	79	71	73	64	59	69	69	69	71	74	61	77	59	62	69	74	40.7	67.8	120.7	67.1
ASHEVILLE CITY	326	56	77	73	72	72	60	64	66	69	68	72	71	63	75	60	66	74	73	40.7	67.8	121.7	67.6
CHEROKEE COUNTY	262	61	75	76	64	69	60	56	65	64	62	69	63	49	68	48	51	61	63	37.8	61.6	107.8	59.9
CLAY COUNTY	90	50	77	80	73	68	64	60	68	73	74	81	78	61	83	64	62	76	81	42.8	71.4	125.9	69.9
GRAHAM COUNTY	93	50	74	74	57	77	57	54	66	69	67	64	63	63	71	55	57	60	73	38.4	64.0	112.9	62.7
HAYWOOD COUNTY	623	57	78	80	69	74	66	63	68	71	69	75	72	62	73	55	59	69	73	40.0	66.6	119.6	66.4
HENDRSNVLLE CITY	139	65	76	80	80	78	72	63	72	70	70	77	72	66	73	63	69	67	82	42.4	70.7	126.7	70.4
JACKSON COUNTY	287	54	78	80	68	78	73	62	72	74	70	78	71	62	76	57	60	70	75	41.2	68.6	122.2	67.9
MACON COUNTY	255	61	78	81	71	76	67	62	74	76	69	77	73	57	73	53	62	70	78	40.1	66.8	121.2	67.3
MADISON COUNTY	196	55	77	74	67	79	66	55	71	68	65	72	74	61	77	55	61	72	65	40.0	66.7	118.9	66.1
MCDOWELL COUNTY	436	55	74	79	73	68	61	60	66	69	68	75	72	61	77	57	64	70	74	40.8	68.0	120.4	66.9
MITCHELL COUNTY	176	50	67	68	60	67	58	50	60	66	61	69	62	57	69	49	55	61	66	38.9	64.8	107.2	59.6
POLK COUNTY	71	50	74	70	55	60	54	53	62	65	66	66	68	56	68	47	51	67	62	37.3	62.2	106.9	59.4
TRYON CITY	37	50	76	89	67	82	80	58	82	80	77	70	67	61	78	57	58	81	83	41.1	68.4	125.3	69.6
RUTHERFORD COUNTY	602	60	74	77	72	72	62	63	65	68	67	71	70	61	72	54	57	68	70	39.5	65.9	116.9	65.0
SWAIN COUNTY	118	48	69	75	70	67	62	60	72	76	70	73	70	61	77	54	58	66	77	40.2	67.0	118.3	65.7
TRANSYLVANIA COUN	292	61	77	82	76	79	72	67	75	77	71	73	74	65	78	57	63	76	80	43.1	71.9	126.5	70.3
YANCEY COUNTY	178	54	67	78	71	77	66	52	68	67	63	71	67	58	72	51	59	67	69	38.5	64.2	114.1	63.4

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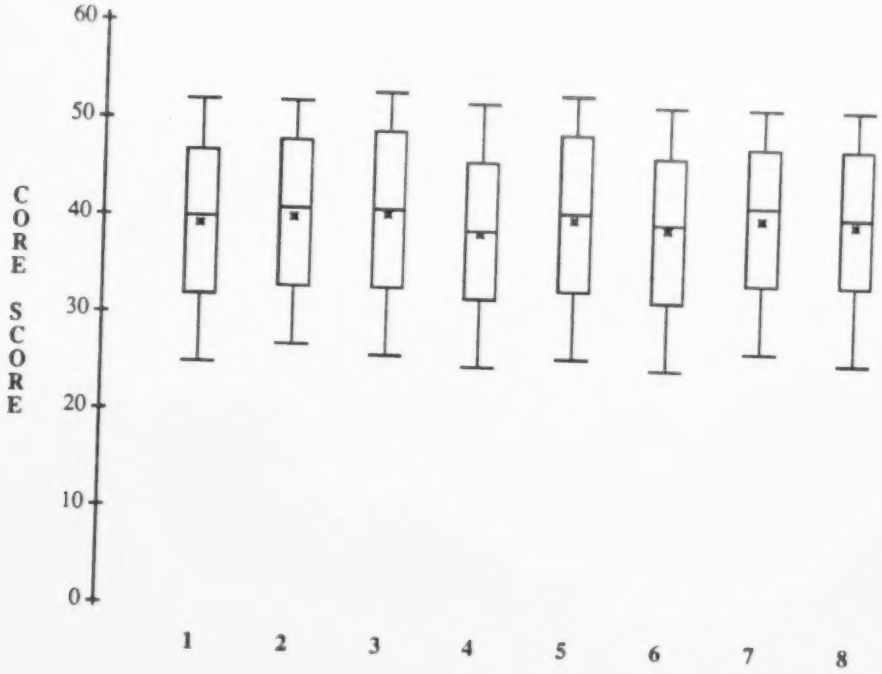
Figure 6. Distributions of U.S. History Core Scores by Regions -- 1988



REGIONS :

1	Northeast	5	North Central
2	Southeast	6	Southwest
3	Central	7	Northwest
4	South Central	8	Western

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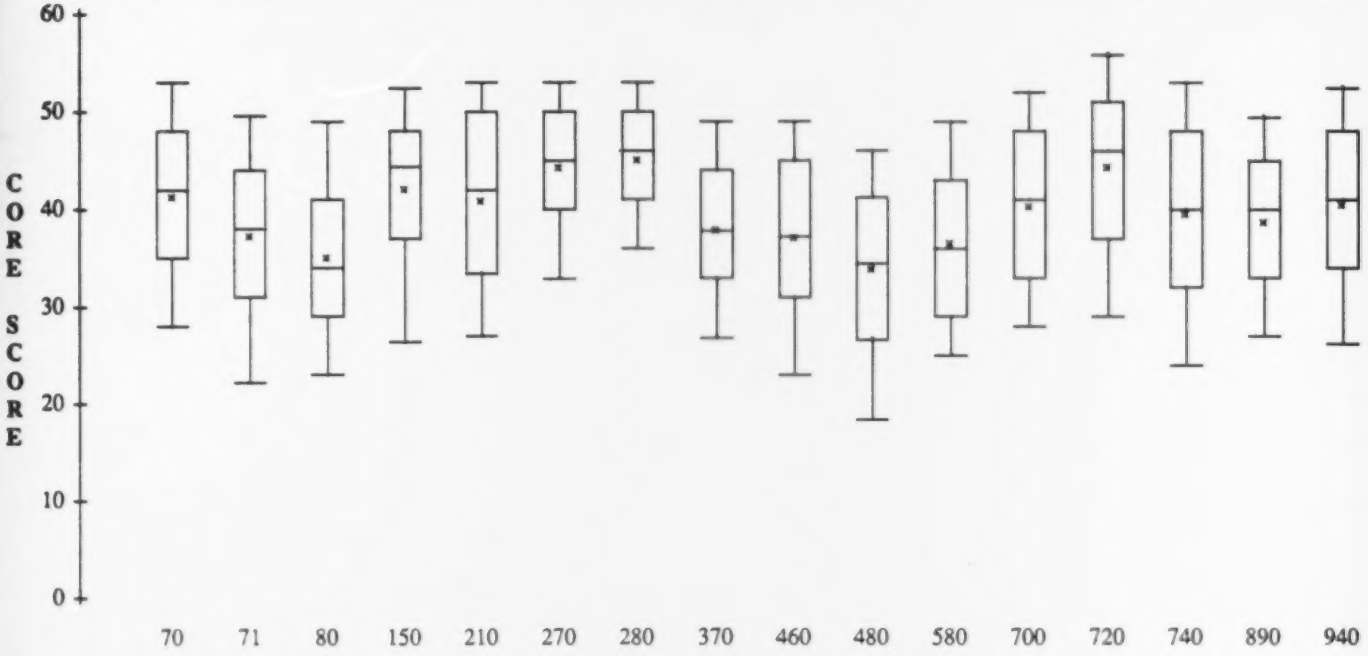
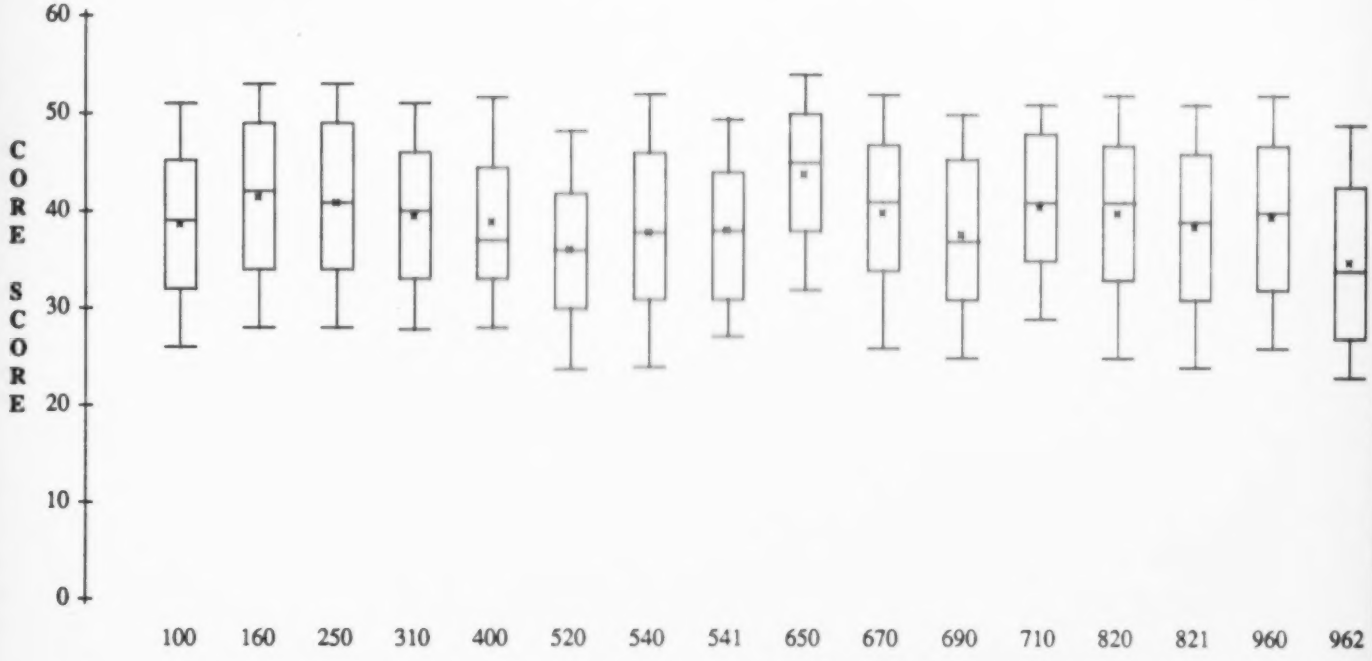
Figure 7. Distributions of U.S. History Core Scores by School Systems in the Northeast Region -- 1988



Northeast Region School Systems:

070 Beaufort Co.	210 Chowan Co.	460 Hertford Co.	720 Perquimans Co.
071 Washington City	270 Currituck Co.	480 Hyde Co.	740 Pitt Co.
080 Bertie Co.	280 Dare Co.	580 Martin Co.	890 Tyrrell Co.
150 Camden Co.	370 Gates Co.	700 Pasquotank Co.	940 Washington Co.

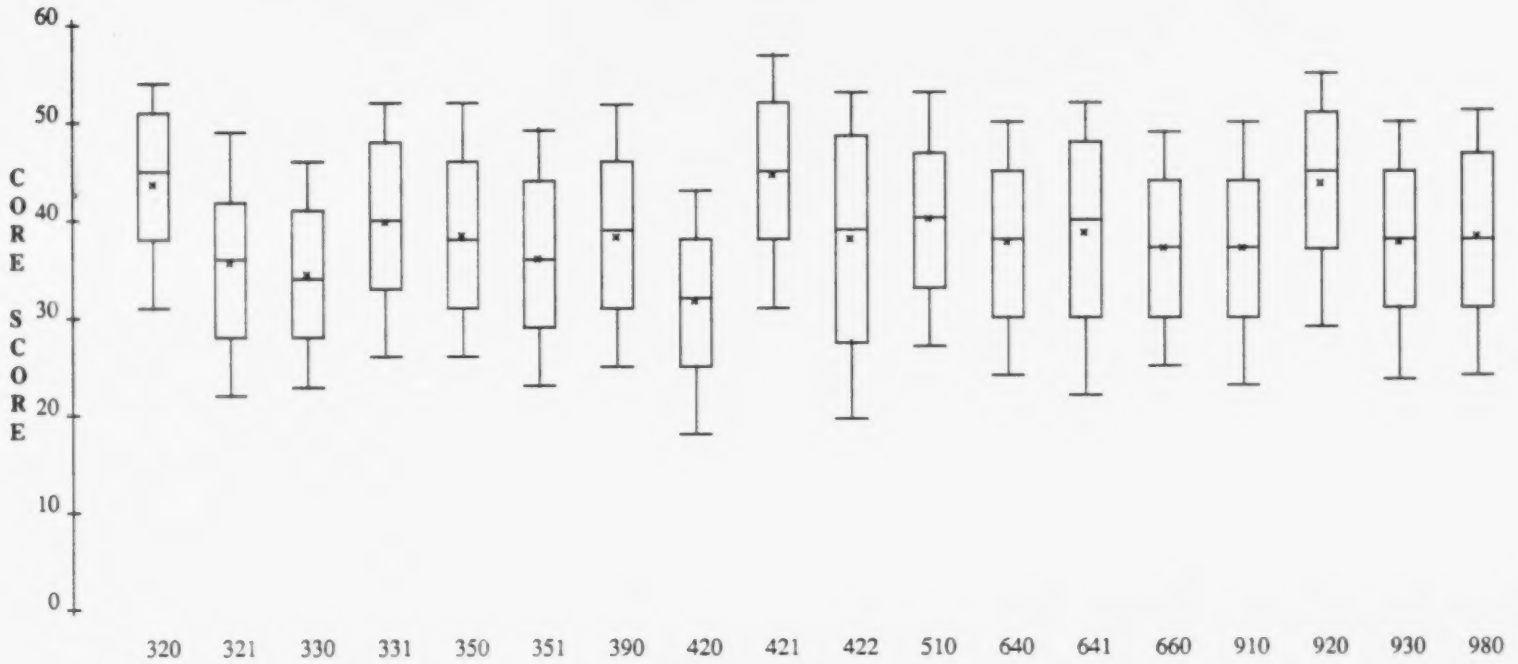
Figure 8. Distributions of U.S. History Core Scores by School Systems in the Southeast Region -- 1988



Southeast Region School Systems:

100 Brunswick Co.	400 Greene Co.	650 New Hanover Co.	820 Sampson Co.
160 Carteret Co.	520 Jones Co.	670 Onslow Co.	821 Clinton City
250 Craven Co.	540 Lenoir Co.	690 Pamlico Co.	960 Wayne Co.
310 Duplin Co.	541 Kinston City	710 Pender Co.	962 Goldsboro City

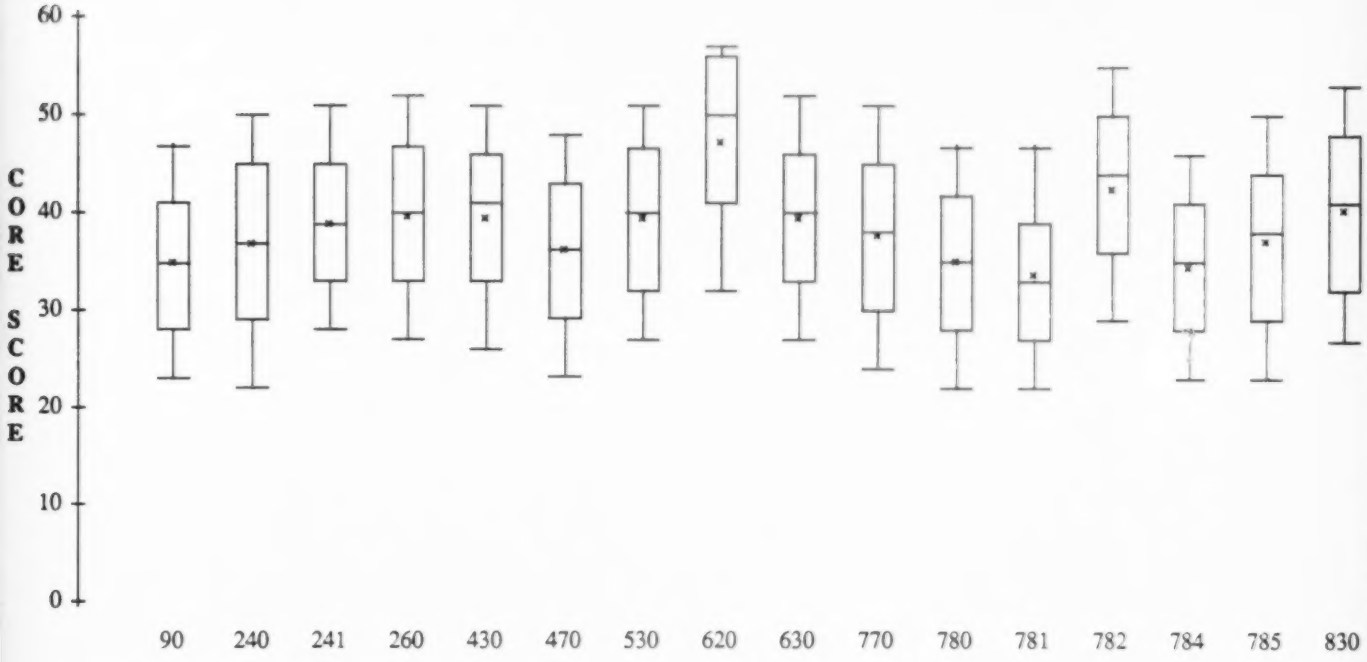
Figure 9. Distributions of U.S. History Core Scores by School Systems in the Central Region -- 1988



Central Region School Systems:

320 Durham Co.
321 Durham City
330 Edgecombe Co.
331 Tarboro City
350 Franklin Co.
351 Franklinton City
390 Granville Co.
420 Halifax Co.
421 Roanoke Rapids
422 Weldon City
510 Johnston Co.
640 Nash Co.
641 Rocky Mount City
660 Northampton Co.
910 Vance Co.
920 Wake Co.
930 Warren Co.
980 Wilson Co.

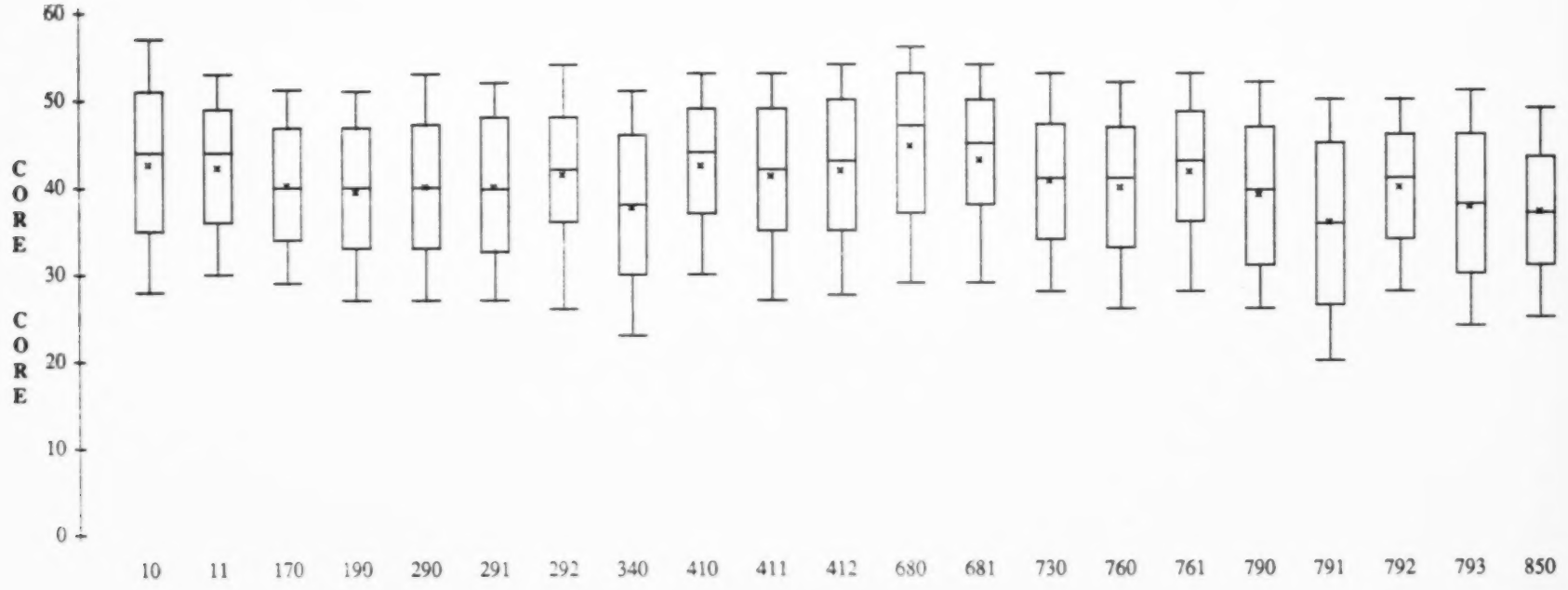
Figure 10. Distributions of U.S. History Core Scores by School Systems in the South Central Region -- 1988



South Central Region School Systems:

090 Bladen Co.	430 Harnett Co.	630 Moore Co.	782 Lumberton City
240 Columbus Co.	470 Hoke Co.	770 Richmond Co.	784 Red Springs City
241 Whiteville City	530 Lee Co.	780 Robeson Co.	785 St. Pauls City
260 Cumberland Co.	620 Montgomery Co.	781 Fairmont City	830 Scotland Co.

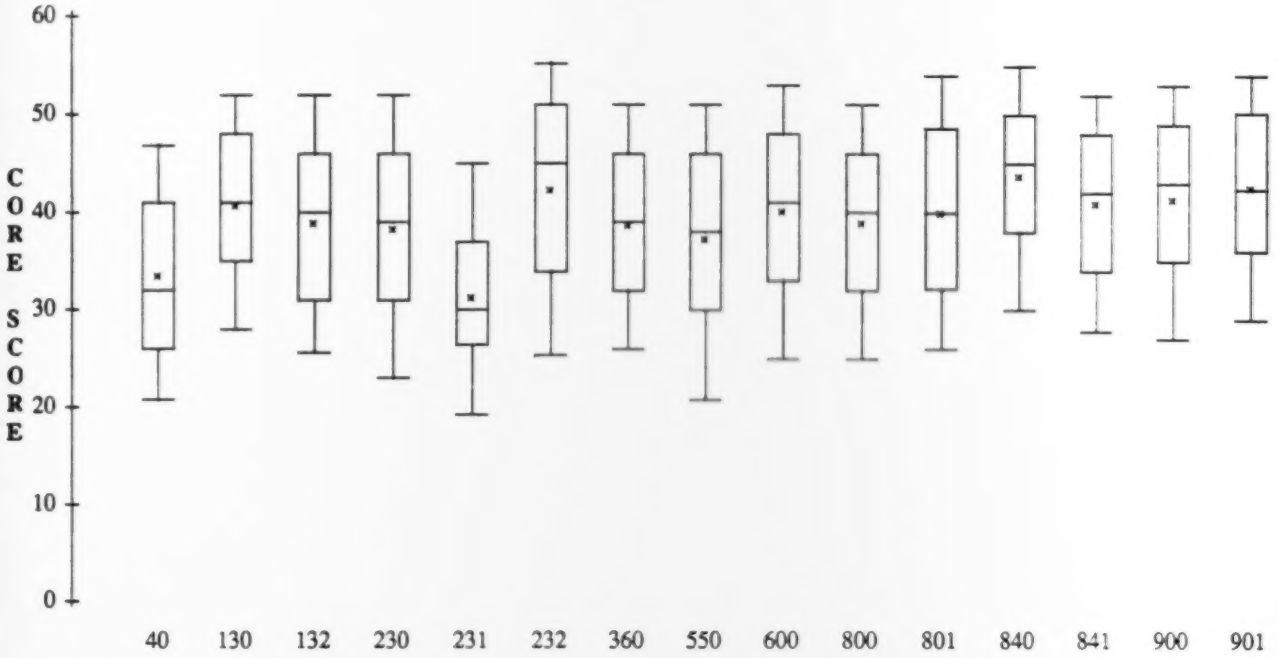
Figure 11. Distributions of U.S. History Core Scores by School Systems in the North Central Region -- 1988



North Central Region School Systems:

010 Alamance Co.	340 Forsyth Co.	760 Randolph Co.
011 Burlington City	410 Guilford Co.	761 Asheboro City
170 Caswell Co.	411 Greensboro City	790 Rockingham Co.
190 Chatham Co.	412 High Point City	791 Eden City
290 Davidson Co.	680 Orange Co.	792 West Rockingham Co.
291 Lexington City	681 Chapel Hill City	793 Reidsville Clty
292 Thomasville City	730 Person Co.	850 Stokes Co.

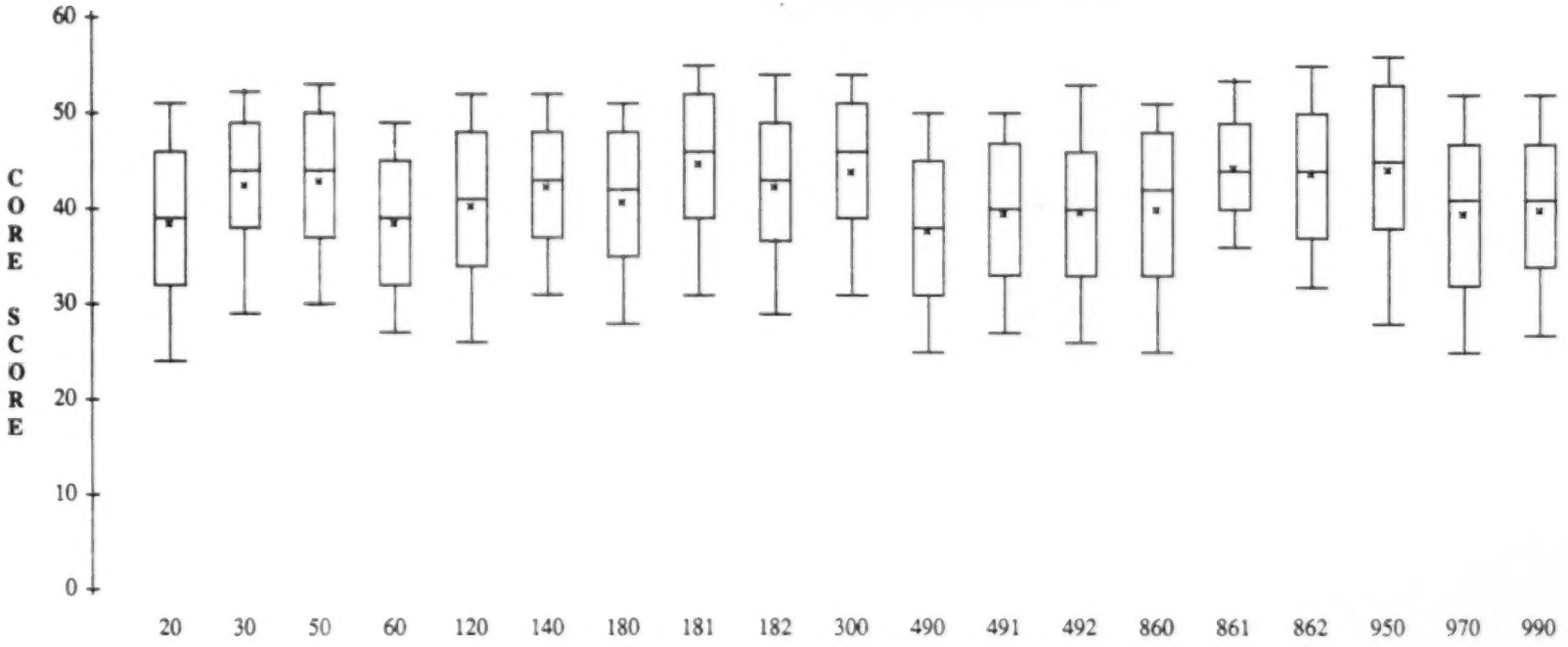
Figure 12. Distributions of U.S. History Core Scores by School Systems in the Southwest Region -- 1988



Southwest Region School Systems:

040 Anson Co.	232 Shelby City	801 Salisbury City
130 Cabarrus Co.	360 Gaston Co.	840 Stanly Co.
132 Kannapolis City	550 Lincoln Co.	841 Albermarle City
230 Cleveland Co.	600 Mecklenburg Co.	900 Union Co.
231 Kings Mountain City	800 Rowan Co.	901 Monroe City

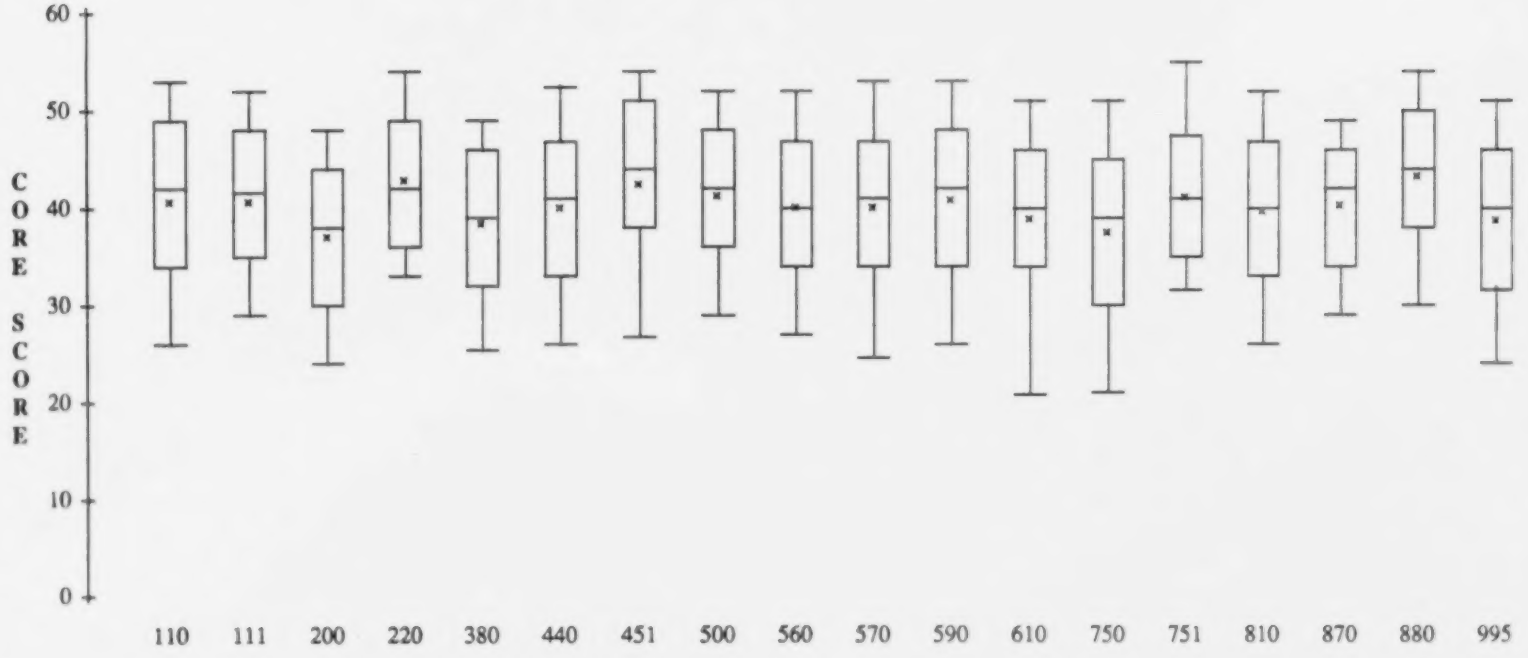
Figure 13. Distributions of U.S. History Core Scores by School Systems in the Northwest Region -- 1988



Northwest Region School Systems:

020 Alexander Co.	140 Caldwell Co.	490 Iredell Co.	862 Mt. Airy city
030 Alleghany Co.	180 Catawba Co.	491 Mooresville City	950 Watauga Co.
050 Ashe Co.	181 Hickory city	492 Statesville City	970 Wilkes Co.
060 Avery Co.	182 Newton-Conover City	860 Surry Co.	990 Yadkin Co.
120 Burke Co.	300 Davie co.	861 Elkin City	

Figure 14. Distributions of U.S. History Core Scores by School Systems in the Western Region -- 1988



Western Region School Systems:

110 Buncombe Co.	440 Haywood Co.	570 Madison Co.	810 Rutherford Co.
111 Asheville City	450 Henderson Co.	590 McDowell Co.	870 Swain Co.
200 Cherokee Co.	451 Hendersonville City	610 Mitchell Co.	880 Transylvania Co.
220 Clay Co.	500 Jackson Co.	750 Polk Co.	995 Yancy Co.
380 Graham Co.	560 Macon Co.	751 Tryon City	

Table 8

State Percentile Table for 1988

End Of Course Testing

STATE

NORTH CAROLINA END-OF-COURSE TESTING PROGRAM
US HISTORY --- 1988

SUMMARY STATISTICS ON CORE TEST

NUMBER OF STUDENTS WITH VALID SCORES	72824	HIGH SCORE	60
		LOW SCORE	5
MEAN	39.9	LOCAL PERCENTILES	RAW SCORE
STANDARD DEVIATION	10.0	90	53
		75	48
VARIANCE	100.1	50 (MEDIAN)	41
		25	33
MEAN PERCENT CORRECT	66.5	10	26

FREQUENCY DISTRIBUTION

RAW SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	STATE PERCENTILE
60	76	72824	0.10	100.00	99
59	273	72748	0.37	99.90	99
58	465	72475	0.64	99.52	99
57	733	72010	1.01	98.88	98
56	1058	71277	1.45	97.88	97
55	1287	70219	1.77	96.42	96
54	1622	68932	2.23	94.66	94
53	1805	67310	2.48	92.43	91
52	1942	65505	2.67	89.95	89
51	2172	63563	2.98	87.28	86
50	2308	61391	3.17	84.30	83
49	2394	59083	3.29	81.13	79
48	2594	56689	3.56	77.84	76
47	2532	54095	3.48	74.28	73
46	2716	51563	3.73	70.80	69
45	2652	48847	3.64	67.08	65
44	2634	46195	3.62	63.43	62
43	2599	43561	3.57	59.82	58
42	2612	40962	3.59	56.25	54
41	2606	38350	3.58	52.66	51
40	2573	35744	3.53	49.08	47
39	2540	33171	3.49	45.55	44
38	2421	30631	3.32	42.06	40
37	2310	28210	3.17	38.74	37
36	2223	25900	3.05	35.57	34
35	2163	23677	2.97	32.51	31
34	2130	21514	2.92	29.54	28
33	2000	19384	2.75	26.62	25
32	1863	17384	2.56	23.87	23
31	1799	15521	2.47	21.31	20
30	1651	13722	2.27	18.84	18
29	1509	12071	2.07	16.58	16
28	1452	10562	1.99	14.50	14
27	1245	9110	1.71	12.51	12
26	1120	7865	1.54	10.80	10
25	1015	6745	1.39	9.26	9
24	919	5730	1.26	7.87	7
23	794	4811	1.09	6.61	6
22	753	4017	1.03	5.52	5
21	669	3264	0.92	4.48	4
20	501	2595	0.69	3.56	3
19	456	2094	0.63	2.88	3
LESS THAN 19	1638	1638	2.25	2.25	2